

# ABA COMPETENCY ASSESSMENT PRACTICE EXAM (SAMPLE)

STUDY GUIDE



*Prepare with structure. Pass with confidence*



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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. What type of prompt would you initially use with students who need the least support?**
  - A. Physical prompt
  - B. Most-to-least hierarchy
  - C. Least-to-most hierarchy
  - D. Verbal prompt
  
- 2. What does extinction aim to achieve with previously reinforced behaviors?**
  - A. Increase their frequency
  - B. Maintain their current frequency
  - C. Decrease their future occurrences
  - D. Eliminate all behaviors
  
- 3. In the least-to-most hierarchy, what type of prompt is used first?**
  - A. Physical prompt
  - B. Verbal prompt
  - C. Model prompt
  - D. Gesture prompt
  
- 4. What does "self-management" in ABA involve?**
  - A. The process where therapists regulate the behavior of clients
  - B. The use of external reinforcers to shape behavior
  - C. The process where individuals regulate their own behavior through self-monitoring and goal setting
  - D. The application of behavior modification techniques by teachers
  
- 5. How does behavioral momentum benefit behavior change?**
  - A. It decreases the likelihood of maintaining new behaviors
  - B. It enhances the persistence of initiated behaviors in the presence of reinforcement
  - C. It limits the frequency of attempts to initiate behavior
  - D. It reduces the impact of external factors on behavior

- 6. Why is lessening demands an effective strategy prior to maladaptive behaviors?**
- A. It increases tension among clients
  - B. It facilitates smoother transitions
  - C. It reduces the response effort required
  - D. It limits choices during activities
- 7. What does "errorless teaching" aim to achieve?**
- A. Maximizing mistakes to improve learning
  - B. Minimizing mistakes during the learning process to enhance success
  - C. Encouraging trial and error learning
  - D. Providing immediate feedback for all errors
- 8. What is the purpose of priming in antecedent interventions?**
- A. Increasing the value of a reinforcer
  - B. Providing information about upcoming transitions
  - C. Offering choices for activities
  - D. Reducing response effort
- 9. Which of the following is an example of a physical prompt?**
- A. Pointing to the right answer
  - B. Giving a hint about the answer
  - C. Guiding a learner's hand to the correct location
  - D. Demonstrating the target behavior
- 10. What is a key feature of Differential Reinforcement of Other Behaviors (DRO)?**
- A. It only reinforces problem behaviors
  - B. It reinforces the absence of problem behaviors
  - C. It alters the environment without reinforcing behaviors
  - D. It stops all forms of reinforcement

## **Answers**

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

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## **Explanations**

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**1. What type of prompt would you initially use with students who need the least support?**

- A. Physical prompt
- B. Most-to-least hierarchy
- C. Least-to-most hierarchy**
- D. Verbal prompt

*The least-to-most hierarchy is a prompting strategy that starts with minimal assistance and increases the level of support as needed. This approach is particularly effective for students who require less support initially, as it encourages independence and allows them to attempt tasks without immediate heavy-handed guidance. By starting with a less intrusive prompt, the student has the opportunity to engage with the task on their own, which can enhance confidence and promote skill acquisition. In this hierarchy, prompts can escalate to more direct forms of assistance only if the student struggles, thereby preventing dependence on prompts and fostering greater self-reliance and problem-solving skills. This method aligns with the principles of applied behavior analysis, which emphasize the importance of fostering independence in learners and adjusting assistance based on the learner's needs. In contrast, other prompting methods, such as physical prompts or the most-to-least hierarchy, offer more immediate and direct assistance at the outset, which may not be suitable for learners who show a capacity for handling tasks with minimal support. Verbal prompts might be included but are typically part of a broader sequence of assistance that could vary in intrusiveness.*

**2. What does extinction aim to achieve with previously reinforced behaviors?**

- A. Increase their frequency
- B. Maintain their current frequency
- C. Decrease their future occurrences**
- D. Eliminate all behaviors

*Extinction is a behavioral concept used in applied behavior analysis to reduce the occurrence of a previously reinforced behavior. When a behavior that has been reinforced is no longer followed by the reinforcing consequence, the strength of that behavior decreases over time. This process is based on the principle that behaviors are more likely to be repeated if they are followed by positive outcomes or reinforcements. By withholding the reinforcement that previously maintained the behavior, extinction aims to decrease the chances that the behavior will occur in the future. It's important to note that while extinction can significantly reduce a behavior's frequency, it does not simply eliminate all behaviors. Instead, it specifically targets behaviors that were once reinforced, guiding them toward less recognition in the future.*

### 3. In the least-to-most hierarchy, what type of prompt is used first?

- A. Physical prompt
- B. Verbal prompt
- C. Model prompt**
- D. Gesture prompt

*In the least-to-most prompting hierarchy, the first type of prompt used is the model prompt. This approach is structured so that the intervention begins with the least intrusive prompt and gradually increases in intrusiveness if necessary. A model prompt involves demonstrating the desired behavior for the individual, allowing them to observe how to perform the task without direct assistance. This serves as an effective method for individuals to learn through imitation and can foster independence while minimizing dependence on more direct forms of prompting. The reason this strategy is employed is to give the learner an opportunity to engage with the task through observation, potentially increasing their comfort level and understanding before introducing more intrusive prompts. This method respects the learner's autonomy and encourages their active participation, making it an essential part of effective teaching and behavior modification strategies. The purpose of starting with a model prompt is to cultivate the learner's ability to replicate the behavior based on observation, which can lead to greater retention and skill development.*

### 4. What does "self-management" in ABA involve?

- A. The process where therapists regulate the behavior of clients
- B. The use of external reinforcers to shape behavior
- C. The process where individuals regulate their own behavior through self-monitoring and goal setting**
- D. The application of behavior modification techniques by teachers

*Self-management in applied behavior analysis (ABA) refers to the process where individuals take an active role in regulating their own behavior. This involves techniques such as self-monitoring, where individuals track their own behaviors and progress, and goal setting, which helps establish targets for improvement and personal accountability. By engaging in self-management, individuals can develop greater insight into their own behavior patterns, apply strategies to achieve their goals, and enhance their ability to function independently. This approach is particularly empowering, as it fosters autonomy and self-efficacy, enabling people to make meaningful changes in their behavior without relying solely on external support. Other options describe processes that involve a therapist or external influence rather than focusing on the individual's capability to manage their own behavior. This key distinction highlights the essence of self-management in promoting independence and personal responsibility in behavioral change.*

## 5. How does behavioral momentum benefit behavior change?

- A. It decreases the likelihood of maintaining new behaviors
- B. It enhances the persistence of initiated behaviors in the presence of reinforcement**
- C. It limits the frequency of attempts to initiate behavior
- D. It reduces the impact of external factors on behavior

*Behavioral momentum refers to the phenomenon where behaviors that have been reinforced consistently in the past become more resistant to change and more likely to be performed in the future, particularly when faced with disruptions or challenges. This concept is derived from the physics principle of momentum, where an object in motion stays in motion unless acted upon by an external force. The benefit of behavioral momentum in behavior change lies in its ability to enhance the likelihood that an individual will persist in engaging in a behavior, especially when reinforcement is present. When a person has successfully engaged in a series of simple, reinforcing behaviors, they are more likely to continue those behaviors and even transition to more complex behaviors. Essentially, the built-up momentum from previously reinforced actions increases the likelihood of maintaining and performing new behaviors. This concept is particularly effective in applied behavior analysis, as it helps practitioners design interventions that keep individuals engaged. By first establishing a series of easy-to-follow behaviors that yield quick reinforcement, practitioners can create a sturdy foundation—much like building momentum—so that as demands increase, individuals are more willing to continue participating and exhibiting the desired behaviors.*

## 6. Why is lessening demands an effective strategy prior to maladaptive behaviors?

- A. It increases tension among clients
- B. It facilitates smoother transitions
- C. It reduces the response effort required**
- D. It limits choices during activities

*Lessening demands is an effective strategy prior to maladaptive behaviors primarily because it reduces the response effort required from clients. When demands placed on individuals exceed their current capabilities or comfort levels, they may experience frustration, anxiety, or a sense of being overwhelmed, which can lead to maladaptive behaviors. By lowering those demands, clients can engage with tasks more successfully, thereby decreasing stress and the likelihood of those negative behaviors manifesting. When you reduce the response effort, clients are more likely to feel capable and in control of their environment and tasks, which can enhance their overall engagement and compliance. This strategy acknowledges the importance of meeting clients where they are at emotionally and cognitively, fostering a positive learning atmosphere that encourages participation without pushing them past their limits.*

## 7. What does "errorless teaching" aim to achieve?

- A. Maximizing mistakes to improve learning
- B. Minimizing mistakes during the learning process to enhance success**
- C. Encouraging trial and error learning
- D. Providing immediate feedback for all errors

"Errorless teaching" aims to minimize mistakes during the learning process to enhance success. This instructional approach is particularly effective for individuals with learning challenges, including those with developmental disabilities. By carefully structuring teaching methods, errorless teaching prevents learners from making mistakes that could lead to frustration or confusion, allowing them to experience a higher rate of success. The focus is on providing prompts or cues that guide the learner towards the correct response before they have the chance to make an error. This method is grounded in behavior analysis principles, where reducing errors can lead to more effective learning. When learners are successful more often, it builds their confidence and positive reinforcement, ultimately facilitating a smoother learning process. In contrast, other options either introduce the notion of mistakes as a fundamental part of learning, which is not aligned with the errorless teaching framework, or emphasize feedback which, while important, does not directly relate to the foundational aim of minimizing errors to achieve learning success.

## 8. What is the purpose of priming in antecedent interventions?

- A. Increasing the value of a reinforcer
- B. Providing information about upcoming transitions**
- C. Offering choices for activities
- D. Reducing response effort

Priming in antecedent interventions serves to prepare individuals for upcoming situations, thereby reducing anxiety and improving the likelihood of a positive response. By providing information about upcoming transitions, priming helps individuals understand what to expect, fostering a sense of security and readiness. This technique is particularly effective in managing behavioral challenges during transitions, as it can clarify expectations and streamline the adjustment process. While increasing the value of a reinforcer, offering choices for activities, and reducing response effort are all valuable strategies in behavior intervention, they do not specifically encapsulate the unique function of priming. Priming is specifically designed to transition smoothly from one activity or environment to another by informing individuals in advance, which can significantly lessen disruptive behaviors often associated with unexpected changes.

## 9. Which of the following is an example of a physical prompt?

- A. Pointing to the right answer
- B. Giving a hint about the answer
- C. Guiding a learner's hand to the correct location**
- D. Demonstrating the target behavior

A physical prompt involves directly using physical contact to assist a learner in performing a desired behavior or task. Guiding a learner's hand to the correct location is a clear illustration of this approach, as it actively involves manipulating the learner's movement to lead them toward the correct outcome. This type of prompting is particularly effective for individuals who may need direct support to engage with a task or concept, ensuring that they can physically interact with the material or action required. In contrast, pointing to the right answer employs a visual prompt that encourages the learner to look at a specific location without any physical guidance. Giving a hint about the answer involves verbal prompting, providing information to nudge the learner toward the correct response without direct physical assistance. Demonstrating the target behavior showcases what is expected but does not involve physical interaction with the learner, making it an example of a model or demonstration prompt rather than a physical one.

**10. What is a key feature of Differential Reinforcement of Other Behaviors (DRO)?**

- A. It only reinforces problem behaviors
- B. It reinforces the absence of problem behaviors**
- C. It alters the environment without reinforcing behaviors
- D. It stops all forms of reinforcement

*Differential Reinforcement of Other Behaviors (DRO) is a behavioral intervention strategy that focuses on reinforcing the absence of specific problem behaviors over a set period of time. This method aims to decrease the occurrence of undesirable behaviors by providing reinforcement when those behaviors do not take place. By doing so, individuals learn that they can receive positive feedback or rewards simply by not engaging in the targeted problem behavior, which encourages them to engage in more appropriate behaviors. In essence, the effectiveness of DRO stems from allowing individuals to experience reinforcement as a consequence of non-occurrence, which not only reduces the frequency of the targeted behavior but also encourages the development of alternative, more desirable behaviors. This approach is particularly useful in settings where behavior modification is necessary, as it shifts the focus from merely eliminating bad behavior to promoting positive behavior through reinforcement strategies.*

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## 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](mailto:hello@examzify.com).

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

<https://abacompetencyassmt.examzify.com>

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

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