

ABA Therapy New Hire Practice Exam (Sample)

Study Guide



Everything you need from our exam experts!

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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 must be filled out after every session conducted?**
 - A. Behavior Evaluation Form**
 - B. Weekly Progress Report**
 - C. Behavioral Goals Tracker (BGT)**
 - D. Session Outcome Report**

- 2. What is a behavior intervention plan (BIP)?**
 - A. A strategy developed for academic advancement**
 - B. A strategy developed to address specific behavioral challenges through defined interventions**
 - C. A document for tracking student attendance**
 - D. A summary of behavioral observations**

- 3. What is a key benefit of functional communication training (FCT)?**
 - A. It increases aggressive behaviors**
 - B. It teaches individuals to communicate effectively without outbursts**
 - C. It focuses solely on verbal communication**
 - D. It enhances physical skills**

- 4. What is the whole interval recording method primarily used for?**
 - A. To measure frequency of behaviors**
 - B. To increase a specific behavior**
 - C. To assess time taken for tasks**
 - D. To identify antecedents of behavior**

- 5. Who generally sets the observation time or interval length in partial interval recording?**
 - A. The student**
 - B. The supervisor**
 - C. The parent**
 - D. The teacher**

6. Which of the following is NOT one of the verbal operants?

- A. Echoic**
- B. Mand**
- C. Direction**
- D. Tact**

7. What is the function of the ABC recording sheet?

- A. To document the therapist's observations**
- B. To track learned behaviors over time**
- C. To record new behaviors including antecedents, behaviors, and consequences**
- D. To summarize session activities**

8. What should you do after contacting team members to find coverage?

- A. Contact your supervisor with updates**
- B. Set your away message**
- C. Do nothing until the client arrives**
- D. Inform the client of the situation**

9. Which type of reinforcement is being demonstrated when a child receives extra playtime for completing chores?

- A. Negative punishment**
- B. Positive punishment**
- C. Positive reinforcement**
- D. Negative reinforcement**

10. Which operant focuses on conversation and maintaining dialogue?

- A. Tact**
- B. Receptive language**
- C. Intraverbal**
- D. Expressive language**

Answers

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

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Explanations

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1. What must be filled out after every session conducted?

- A. Behavior Evaluation Form**
- B. Weekly Progress Report**
- C. Behavioral Goals Tracker (BGT)**
- D. Session Outcome Report**

In the context of ABA therapy, the Behavioral Goals Tracker (BGT) is a critical tool that allows therapists to monitor and document the progress of individual clients toward their specific behavioral goals. This tracker is often filled out after each session as it captures the specifics of what occurred during the session, including data on target behaviors, interventions utilized, and the effectiveness of those strategies. Using the BGT regularly helps ensure that therapists can make informed decisions about the client's treatment, adjust strategies if necessary, and provide consistent data to support the client's ongoing therapy. It allows for real-time tracking of behaviors, ensuring accountability and facilitating communication among team members regarding the client's progress. While other documents like the Behavior Evaluation Form or the Weekly Progress Report can also be informative, they typically serve broader or different purposes and may not require immediate completion after every single session. The Session Outcome Report, while useful, may not be as frequently updated as the BGT, which is specifically designed for ongoing session documentation.

2. What is a behavior intervention plan (BIP)?

- A. A strategy developed for academic advancement**
- B. A strategy developed to address specific behavioral challenges through defined interventions**
- C. A document for tracking student attendance**
- D. A summary of behavioral observations**

A behavior intervention plan (BIP) is a key component used in applied behavior analysis and special education to address specific behavioral challenges that a student may face. It is designed to identify particular behaviors that need modification and outlines interventions that can help replace those behaviors with more appropriate ones. The development of a BIP is based on a thorough assessment of the student, including functional behavioral assessments that identify the triggers and functions of the undesired behaviors. By focusing on defined interventions, a BIP provides a structured approach that guides educators and therapists in implementing effective strategies tailored to the individual needs of the student. This can include positive reinforcement, teaching alternative behaviors, and modifying the environment to reduce problem behaviors. The ultimate goal of a BIP is to improve the student's success in school and social settings through systematic and targeted behavioral support. In contrast, the other choices don't accurately represent a BIP. While some may touch on aspects related to education or behavior, they do not encompass the focused, intervention-based nature that characterizes a BIP.

3. What is a key benefit of functional communication training (FCT)?

- A. It increases aggressive behaviors
- B. It teaches individuals to communicate effectively without outbursts**
- C. It focuses solely on verbal communication
- D. It enhances physical skills

Functional communication training (FCT) is designed to teach individuals how to communicate their needs and wants effectively, providing them with appropriate alternatives to challenging behaviors. A key benefit of FCT is that it empowers individuals to express themselves in ways that do not involve outbursts or aggression, which can often arise when they struggle to communicate. By equipping them with effective communication skills—whether through sign language, picture exchange systems, or verbal language—FCT reduces the likelihood of frustration and aggression that can come from misunderstanding or inability to convey their needs. This approach emphasizes the importance of functional communication as a means of improving overall behavior and emotional regulation.

4. What is the whole interval recording method primarily used for?

- A. To measure frequency of behaviors
- B. To increase a specific behavior**
- C. To assess time taken for tasks
- D. To identify antecedents of behavior

The whole interval recording method is primarily used to measure the occurrence of a behavior within specific intervals of time. This method involves observing whether the behavior occurs for the entirety of each interval, which provides insights into the duration and consistency of the behavior being measured. When using this method, if the behavior occurs during the entire interval, it is recorded as having occurred; if not, it is recorded as not having occurred. This approach is particularly effective for behaviors that are expected to maintain over time and helps in assessing the degree to which these behaviors are present in a setting. As a result, whole interval recording can be instrumental in designing interventions aimed at increasing specific behaviors. By accurately capturing when behaviors occur, practitioners can establish a clearer baseline and measure the impact of interventions designed to enhance those behaviors over time. This is why the correct answer emphasizes the connection between whole interval recording and the goal of increasing specific behaviors.

5. Who generally sets the observation time or interval length in partial interval recording?

- A. The student**
- B. The supervisor**
- C. The parent**
- D. The teacher**

In partial interval recording, the observation time or interval length is typically determined by the supervisor. This is because supervisors are responsible for establishing protocols that ensure data collection is effective and aligned with the goals of the behavior intervention plan. They consider various factors such as the behavior being observed, the context of the intervention, and the overall objectives of the therapy when setting these intervals. This systematic approach helps to standardize data collection across different practitioners and settings, leading to more reliable and valid results in behavior analysis. Other individuals, such as teachers, parents, and students, may have valuable insights on the behavior and its context, but the ultimate decision regarding the interval length lies with the supervisor to maintain consistency and integrity in the data collection process.

6. Which of the following is NOT one of the verbal operants?

- A. Echoic**
- B. Mand**
- C. Direction**
- D. Tact**

The concept of verbal operants comes from B.F. Skinner's analysis of language and communication within the framework of behavior analysis. Verbal operants are individual units of language that serve distinct functions and are categorized based on how they are acquired and reinforced. Echoic, mand, and tact are all established types of verbal operants. - An echoic is when a person repeats what they have heard, which involves both the ability to hear and replicate a verbal response. - A mand is a request where the speaker asks for something they desire, serving as a form of communication that is directly reinforced by getting what they asked for. - A tact involves labeling or identifying objects, actions, or events in the environment which is reinforced by social acknowledgment or context. In contrast, "direction" does not fit into the established categories of verbal operants. It is not recognized as a specific type of verbal response in Skinner's framework. Instead, providing direction may involve using various verbal operants (such as mands or tacts), but it does not stand alone as a distinct operant itself. Therefore, identifying "direction" as NOT being one of the verbal operants aligns with the principles of behavior analysis.

7. What is the function of the ABC recording sheet?

- A. To document the therapist's observations**
- B. To track learned behaviors over time**
- C. To record new behaviors including antecedents, behaviors, and consequences**
- D. To summarize session activities**

The ABC recording sheet serves a vital function in Applied Behavior Analysis (ABA) by capturing a detailed account of behaviors as they occur in real time. This method focuses on three critical components: Antecedents, Behaviors, and Consequences. Recording antecedents allows practitioners to identify what events or stimuli trigger specific behaviors. The behavior itself is documented next, reflecting what occurred in response to the antecedent. Finally, the consequences are recorded, showcasing what happens immediately following the behavior and how it affects future occurrences. This systematic approach is crucial for understanding the context in which behaviors occur. By collecting data on these three components, therapists can analyze patterns, identify functional relationships, and develop effective intervention strategies tailored to the individual's needs. Consequently, the ABC recording sheet is instrumental in providing a comprehensive view of behavior that aids in both assessment and treatment planning within ABA therapy.

8. What should you do after contacting team members to find coverage?

- A. Contact your supervisor with updates**
- B. Set your away message**
- C. Do nothing until the client arrives**
- D. Inform the client of the situation**

Contacting your supervisor with updates after reaching out to team members for coverage is a critical step in maintaining clear communication within the team and ensuring that everyone is informed about the situation. This process allows the supervisor to be aware of any staffing issues and to manage resources effectively, potentially leading to timely solutions. Keeping the supervisor in the loop also demonstrates professionalism and accountability, which are essential in a collaborative work environment such as ABA therapy. In this context, while setting an away message may inform others of your unavailability, it does not actively address the situation of coverage and may not contribute to resolving it. Waiting for the client to arrive without taking further action neglects the responsibility of ensuring care continuity. Moreover, informing the client about the situation might not be necessary unless directly relevant, as the priority should be finding adequate coverage first. Thus, updating the supervisor is the most appropriate and proactive course of action.

9. Which type of reinforcement is being demonstrated when a child receives extra playtime for completing chores?

- A. Negative punishment**
- B. Positive punishment**
- C. Positive reinforcement**
- D. Negative reinforcement**

The scenario describes a child receiving extra playtime as a reward for completing chores, which exemplifies positive reinforcement. This type of reinforcement occurs when a desirable stimulus, such as extra playtime, is presented after a behavior—in this case, completing chores. The intention is to increase the likelihood of that behavior being repeated in the future. By providing a reward that the child values, the behavior of completing chores is reinforced, making it more probable that the child will continue to do them. In contrast, negative punishment involves removing a desirable stimulus to decrease a behavior, while positive punishment introduces an unpleasant consequence to reduce a behavior. Negative reinforcement, on the other hand, entails removing an aversive stimulus to increase a desired behavior, which is not the case here since the focus is on adding a reward rather than removing something unpleasant.

10. Which operant focuses on conversation and maintaining dialogue?

- A. Tact**
- B. Receptive language**
- C. Intraverbal**
- D. Expressive language**

The correct choice is Intraverbal, as it specifically refers to a type of operant behavior where a person responds verbally to someone else's verbal behavior. This means that intraverbals are crucial for maintaining conversations and dialogues because they involve generating responses based on what someone else has said, often without the presence of a direct stimulus. For instance, when you ask someone a question and they provide an answer, or when they build upon your statement with additional information, they are engaging in intraverbal behavior. This aspect of verbal communication is essential for developing social skills and fostering ongoing interactions. In terms of the other options, tact typically involves labeling or describing objects, actions, or events and may not inherently focus on dialogue or conversational skills. Receptive language refers to the understanding and comprehension of spoken language rather than the ability to engage in conversation. Expressive language, while it involves verbal output, does not specifically reference the interactional aspect of sustaining dialogue in response to another person's communication. Therefore, intraverbal is uniquely positioned to represent an operant explicitly geared toward conversation and dialogue maintenance.

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://abatherapynewhire.examzify.com>

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

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