

ABS KIDS COMPETENCY PRACTICE TEST (SAMPLE)

STUDY GUIDE



**SAMPLE STUDY GUIDE
WITH LIMITED QUESTIONS**

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THE FULL VERSION STUDY GUIDE**

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Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	15

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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. Why is ABC data collected?

- A. To evaluate the frequency of all behaviors
- B. To identify the function of new behaviors
- C. To quantify specific actions
- D. To assess prior learning outcomes

2. What is positional prompting?

- A. Using verbal instructions to guide behavior
- B. Changing the physical location of stimuli
- C. Using visual aids for comprehension
- D. Moving incorrect items further away from the patient

3. What does stimulus discrimination refer to in behavioral terms?

- A. Learning to ignore all stimuli
- B. Understanding the difference between stimuli
- C. Responding the same to all stimuli
- D. Reacting only to unfamiliar stimuli

4. How do motor plans assist children in activities?

- A. They are not relevant to movement
- B. They are purely cognitive
- C. They enable movement execution
- D. They act as distractions

5. What are the four functions of behavior identified in the SEAT model?

- A. Sensory, Escape, Attention, Tangible
- B. Social, Environmental, Attentional, Temporal
- C. Physical, Emotional, Cognitive, Behavioral
- D. Verbal, Non-verbal, Environmental, Social

6. What is meant by mass trials in behavioral training?

- A. Running multiple stimuli at once
- B. Repeating the same target multiple times in succession
- C. Changing targets at random intervals
- D. Using varied prompts frequently

- 7. What is a verbal operant that involves requesting something?**
- A. Tact
 - B. Mand
 - C. Intraverbal
 - D. Echoic
- 8. Which approach is utilized in cognitive-behavioral therapy for children?**
- A. Prescription medication
 - B. Emotional support groups
 - C. Modifying negative thought patterns
 - D. Physical exercise routines
- 9. What is the overall goal of establishing rapport with children in therapeutic settings?**
- A. To increase therapy session frequency
 - B. To enhance the child's willingness to participate
 - C. To limit discussions to behavioral problems
 - D. To establish a long-term relationship only
- 10. Which of the following is NOT a type of stimulus prompt?**
- A. Visual
 - B. Gestural
 - C. Physical
 - D. Positional

Answers

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

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Explanations

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1. Why is ABC data collected?

- A. To evaluate the frequency of all behaviors
- B. To identify the function of new behaviors**
- C. To quantify specific actions
- D. To assess prior learning outcomes

Collecting ABC (Antecedent-Behavior-Consequence) data is primarily aimed at identifying the function of specific behaviors, particularly new or challenging behaviors. This data collection method allows practitioners to observe and analyze the context in which behaviors occur, including what triggers them (antecedents) and what happens as a result of the behavior (consequences). By understanding these components, professionals can identify why a behavior is happening—whether it's for attention, escape, access to materials, or sensory stimulation. This identification is crucial for developing effective intervention strategies tailored to the individual's needs. Other options, while relevant to behavioral observations, do not capture the primary focus of ABC data collection. Evaluating the frequency of all behaviors, quantifying specific actions, or assessing prior learning outcomes does not address the critical goal of understanding the reasons behind specific behaviors. The main emphasis of ABC data is to explore the relationship between behaviors and their environmental triggers and responses, which is essential for informed decision-making in behavioral interventions.

2. What is positional prompting?

- A. Using verbal instructions to guide behavior
- B. Changing the physical location of stimuli**
- C. Using visual aids for comprehension
- D. Moving incorrect items further away from the patient

Positional prompting refers to the strategy of changing the physical location of stimuli to cue or assist individuals in responding correctly or engaging with an activity. This method takes advantage of spatial relationships and the environment to guide behavior. For example, placing desired items in more accessible locations can encourage a child to interact with them or complete a task. This technique is particularly useful in educational and therapeutic contexts, where arranging the environment can significantly influence outcomes and aid learning. Manipulating the physical position of stimuli can help learners make connections between the prompts and desired behaviors, enhancing their understanding and engagement. It is a practical approach in behavior modification and skill acquisition, where the arrangement of items can prompt a response without overt verbal or visual instructions.

3. What does stimulus discrimination refer to in behavioral terms?

- A. Learning to ignore all stimuli
- B. Understanding the difference between stimuli**
- C. Responding the same to all stimuli
- D. Reacting only to unfamiliar stimuli

Stimulus discrimination is a fundamental concept in behavioral psychology that involves recognizing and responding differently to distinct stimuli. When an individual is able to differentiate between stimuli that are similar yet possess different properties, this demonstrates stimulus discrimination. For example, if a dog is trained to respond to a specific sound, such as a bell, it will learn to differentiate that sound from other noises in its environment. This skill is essential in various learning processes, enabling the subject to make precise behavioral responses based on the nuances of their environment rather than reacting uniformly to all stimuli. Understanding this concept is vital because it illustrates how organisms, including humans, refine their responses to their environments, leading to more adaptive behaviors. The other options do not accurately capture this nuanced learning process; they either suggest ignoring stimuli entirely or responding uniformly, which contradicts the essence of stimulus discrimination.

4. How do motor plans assist children in activities?

- A. They are not relevant to movement
- B. They are purely cognitive
- C. They enable movement execution**
- D. They act as distractions

Motor plans are crucial for children as they provide a structured approach to executing movements. These plans involve the cognitive process of organizing and coordinating the various muscle movements required for specific activities, such as throwing a ball, riding a bike, or even simple tasks like walking. When a child develops a motor plan, they create a mental blueprint of the actions needed to carry out the movement efficiently. By enabling movement execution, motor plans help children not only to perform physical activities but also to refine their motor skills through practice and repetition. This process enhances their overall coordination and effectiveness in various tasks, leading to improved confidence and physical abilities. Other options suggest that motor plans might not relate to movement or that they act as distractions, which overlooks their fundamental role in facilitating and refining physical actions. Referring to them as purely cognitive undermines the important connection between thought processes and physical execution, which is a vital aspect of developing motor skills in children.

5. What are the four functions of behavior identified in the SEAT model?

- A. Sensory, Escape, Attention, Tangible**
- B. Social, Environmental, Attentional, Temporal
- C. Physical, Emotional, Cognitive, Behavioral
- D. Verbal, Non-verbal, Environmental, Social

The four functions of behavior identified in the SEAT model are indeed sensory, escape, attention, and tangible. This framework is used primarily in the field of applied behavior analysis to understand the reasons behind specific behaviors. Sensory behaviors are those that provide internal feedback or stimulation, such as self-soothing or engaging in repetitive movements. Escape refers to behaviors that allow an individual to avoid or escape from demands or situations that they find unpleasant or overwhelming. Attention-seeking behaviors are those that aim to capture the interest or focus of others, often as a way of gaining social interaction. Lastly, tangible behaviors are used to gain access to specific items or activities, reflecting a desire to obtain material rewards or preferred activities. By categorizing behaviors into these four functions, professionals can develop targeted interventions that address the underlying reasons for the behaviors, rather than merely focusing on the behaviors themselves. This leads to more effective and individualized approaches to behavior modification.

6. What is meant by mass trials in behavioral training?

- A. Running multiple stimuli at once
- B. Repeating the same target multiple times in succession**
- C. Changing targets at random intervals
- D. Using varied prompts frequently

Mass trials in behavioral training refer to the practice of repeating the same target behavior multiple times in succession. This technique is often employed to help learners gain proficiency and fluency in performing a specific skill or behavior. The repetition allows the learner to practice and reinforce the behavior until it becomes more automatic. In settings where behavior change is the goal, mass trials can provide a structured environment that focuses on a single objective, making it easier for the learner to focus and for the instructor to provide consistent feedback. By concentrating on one target for a series of trials, trainers can better assess progress and make necessary adjustments based on the learner's performance. Other strategies, such as presenting multiple stimuli simultaneously, changing targets frequently, or using varied prompts, serve different purposes and can be effective in their own ways, but they do not specifically embody the concept of mass trials, which is primarily concerned with repetition of the same target behavior.

7. What is a verbal operant that involves requesting something?

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

The verbal operant that involves requesting something is known as a mand. This type of verbal behavior occurs when an individual articulates a need or desire, typically triggered by a specific motivation or need for a particular item or action. In essence, the mand is a type of communication that conveys a request or command, which is often reinforced when the desired object or action is provided in response. For example, if a child says "juice" when they are thirsty and consequently receive juice, this demonstrates the mand as it arises directly from the child's need and results in a favorable outcome. This operant is foundational in the development of communication skills, especially in speech and language interventions, as it encourages individuals to express their needs effectively. Understanding how mands function is critical for promoting independence and functional communication.

8. Which approach is utilized in cognitive-behavioral therapy for children?

- A. Prescription medication
- B. Emotional support groups
- C. Modifying negative thought patterns**
- D. Physical exercise routines

Cognitive-behavioral therapy (CBT) for children focuses on modifying negative thought patterns to help change behaviors and emotional responses. The essence of CBT lies in the understanding that thoughts, feelings, and behaviors are interconnected. When children learn to identify and challenge their negative thoughts, they can develop healthier thinking patterns that lead to positive changes in their emotions and behaviors. By focusing on modifying these thought patterns, CBT teaches children various coping strategies to handle challenging situations more effectively. This approach fosters resilience and equips children with skills to manage anxiety, depression, and other emotional or behavioral issues. The emphasis is on actively working with the child to reshape their thinking and responses, making it a practical and empowering therapeutic technique for younger individuals.

9. What is the overall goal of establishing rapport with children in therapeutic settings?

- A. To increase therapy session frequency
- B. To enhance the child's willingness to participate**
- C. To limit discussions to behavioral problems
- D. To establish a long-term relationship only

The overall goal of establishing rapport with children in therapeutic settings is to enhance the child's willingness to participate. Building rapport creates a safe and trusting environment where children feel comfortable expressing themselves. This relationship is essential for effective therapy, as it encourages children to engage more openly, share their thoughts and feelings, and participate actively in the therapeutic process. A strong rapport can facilitate communication, allowing the therapist to understand the child's needs better and tailor interventions accordingly. When children feel respected, valued, and understood, they are more likely to be active participants in their own therapy, leading to more meaningful progress and positive outcomes. While establishing a long-term relationship is beneficial, it is not the sole goal in every therapeutic context. Similarly, increasing session frequency or focusing discussions solely on behavioral problems does not address the essential foundation that rapport provides for more effective engagement and treatment outcomes.

10. Which of the following is NOT a type of stimulus prompt?

- A. Visual
- B. Gestural
- C. Physical**
- D. Positional

When considering the types of stimulus prompts, it's important to understand that they are categorized based on how they help a learner respond correctly to a task or instruction. Visual prompts involve things like pictures or written instructions, which aid in guiding the individual's understanding through sight. Gestural prompts utilize body movements or gestures to signal or encourage a certain behavior. Positional prompts refer to the arrangement or placement of materials or cues to make the correct response more likely. Physical prompts, on the other hand, involve direct interaction between the instructor or another person and the learner; this might include hands-on guidance or support to complete a task. Therefore, while physical prompting may be a method of assisting learning, it is not categorized as a type of stimulus prompt in the same way that the others are. This distinction is crucial in the study of behavior analysis and instructional strategies, as effective prompting techniques are essential for promoting learning and skill development in various contexts.

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://abskidscompetency.examzify.com>

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

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