

Behavior Analysis Fundamentals Practice Test (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. Which data-collection method provides a real-time graphical representation of responding with a steadily increasing slope as rate increases?**
 - A. Cumulative Record**
 - B. Extinction Burst**
 - C. Maintaining Behavior**
 - D. Generalization**

- 2. When a US repeatedly elicits a UR, the repeated presentation of the US produces a gradual decline in the magnitude of the UR. Eventually, the UR may fail to occur.**
 - A. Habituation**
 - B. Elicited**
 - C. Stimulus Class**
 - D. Backward Conditioning**

- 3. Which operant is used when a person asks for something or to escape from an aversive condition?**
 - A. Tact**
 - B. Intraverbal**
 - C. Mand**
 - D. Echoic**

- 4. Which term describes the transfer of learned behavior across different settings, stimuli, or situations?**
 - A. Generalization**
 - B. Maintaining Behavior**
 - C. Conditioned Reinforcer**
 - D. Cumulative Record**

- 5. Which term describes the branch that uses controlled experiments to identify principles of behavior, often in laboratory settings?**
 - A. Behaviorism**
 - B. Applied Behavior Analysis (ABA)**
 - C. Private Behavior**
 - D. Experimental Analysis of Behavior (EAB)**

- 6. Extinction in ABA involves ... and what is a typical initial behavioral change?**
- A. Withholding reinforcement for a previously reinforced behavior; initial response burst and then decline.**
 - B. Maintaining reinforcement for the behavior; immediate cessation.**
 - C. Punishing the behavior with a mild consequence; rapid decrease.**
 - D. Providing a new form of reinforcement; no change.**
- 7. A verbal operant evoked by a non-verbal stimulus, involving labeling or describing that stimulus is called?**
- A. Echoic**
 - B. Tact**
 - C. Intraverbal**
 - D. Mand**
- 8. What is the primary goal of Functional Communication Training?**
- A. The primary goal is to replace problematic behavior with a communication response that serves the same function.**
 - B. The primary goal is to punish the problem behavior.**
 - C. The primary goal is to avoid any form of communication.**
 - D. The primary goal is to increase motor-only skills.**
- 9. The tendency for a response to be elicited by similar stimuli is called what?**
- A. Stimulus Generalization**
 - B. Response Discrimination**
 - C. Behavior Contrast**
 - D. Token Economy**
- 10. What conditioning occurs when a neutral stimulus elicits a response after pairing with a biologically important stimulus?**
- A. Trial-and-Error Learning**
 - B. Baseline**
 - C. Respondent Conditioning**
 - D. Dependent Variable**

Answers

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

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Explanations

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1. Which data-collection method provides a real-time graphical representation of responding with a steadily increasing slope as rate increases?

- A. Cumulative Record**
- B. Extinction Burst**
- C. Maintaining Behavior**
- D. Generalization**

Cumulative records plot the running total of responses over time. Each response adds one to the total, and the line is drawn as time progresses, so the slope at any moment reflects the current rate of responding. When the rate increases, the line becomes steeper, producing a steadily increasing slope. If the rate stays constant, the slope remains steady; if the rate decreases, the slope flattens. This is why a cumulative record best fits a real-time graphic where the slope increases with rate. Extinction burst describes a temporary surge in responding after reinforcement is removed, not a data-collection method. Maintaining behavior refers to keeping behavior at a target level, and generalization is about behavior occurring in new contexts—neither describes a data-collection graph.

2. When a US repeatedly elicits a UR, the repeated presentation of the US produces a gradual decline in the magnitude of the UR. Eventually, the UR may fail to occur.

- A. Habituation**
- B. Elicited**
- C. Stimulus Class**
- D. Backward Conditioning**

Habituation is the gradual decrease in a response to a repeated stimulus. When the unconditioned stimulus is presented again and again, the magnitude of the unconditioned response diminishes until it may no longer occur. This reflects non-associative learning, where the organism gets used to the stimulus and stops reacting as strongly. It's different from conditioning processes, since no new CS-US relationship is formed. Sensitization would be the opposite pattern—response increases with repetition.

3. Which operant is used when a person asks for something or to escape from an aversive condition?

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

The mand is the verbal operant used when someone asks for something or seeks to escape an aversive condition. It is controlled by a motivating operation (like hunger, thirst, or the desire to stop an unpleasant situation) and is reinforced specifically by the reinforcing item or the removal of the aversive stimulus. So when a person says "I want juice" or "Please stop this," the behavior functions to obtain the juice or to escape the discomfort, and receiving that outcome strengthens the mand for future similar situations. In contrast, a tact is a label of an object or event, an intraverbal involves responding to someone else's verbal cue in a conversational way, and an echoic is repeating sounds or words.

4. Which term describes the transfer of learned behavior across different settings, stimuli, or situations?

- A. Generalization**
- B. Maintaining Behavior**
- C. Conditioned Reinforcer**
- D. Cumulative Record**

Generalization describes the transfer of learned behavior to new settings or in response to different but similar stimuli. When a behavior generalizes, the person or animal shows the same response even when cues or environments change, indicating the learning isn't tied to a single situation. For example, someone who learns to say "please" with a teacher might use it with peers and at home as well. This is what allows skills to work in everyday life, beyond the exact training context. This differs from maintaining behavior, which is about keeping a response strong over time, usually through ongoing reinforcement. A conditioned reinforcer is a stimulus that gains reinforcing value through association with something primary, not about spreading a response to new situations. A cumulative record is simply a chart showing the total number of responses over time, not about where or when the response occurs.

5. Which term describes the branch that uses controlled experiments to identify principles of behavior, often in laboratory settings?

A. Behaviorism

B. Applied Behavior Analysis (ABA)

C. Private Behavior

D. Experimental Analysis of Behavior (EAB)

Experimental Analysis of Behavior uses controlled laboratory experiments to identify the basic principles that govern behavior. In this approach, environmental variables like reinforcement, punishment, and extinction are manipulated under tightly controlled conditions to observe how behavior changes, allowing researchers to establish functional relations between events in the environment and the behavior that follows. This focus on observable behavior in a controlled setting—often with animal subjects—helps uncover general principles such as reinforcement schedules, discrimination, and stimulus control that form the foundation of behavior analysis. Behaviorism describes the broader perspective on how environment shapes behavior; Applied Behavior Analysis takes those principles and applies them to real-world problems; Private Behavior refers to internal experiences that are not directly observable and thus are not the primary focus of these laboratory studies. So the term that best fits is Experimental Analysis of Behavior.

6. Extinction in ABA involves ... and what is a typical initial behavioral change?

A. Withholding reinforcement for a previously reinforced behavior; initial response burst and then decline.

B. Maintaining reinforcement for the behavior; immediate cessation.

C. Punishing the behavior with a mild consequence; rapid decrease.

D. Providing a new form of reinforcement; no change.

Extinction in ABA means withholding the reinforcement that previously maintained a behavior, so the behavior tends to decrease over time. A typical initial change is an extinction burst—an immediate, temporary increase in the target behavior's frequency, intensity, or duration right after reinforcement stops—as the learner tests whether reinforcement will return. This burst often diminishes as reinforcement remains withheld and alternative, appropriate behaviors are strengthened. For example, if a student taps to gain attention and you stop delivering attention for tapping, you may see a brief spike in tapping before it starts to decline. The key idea is that extinction reduces the behavior in the long run, but a short, initial surge is common. Other strategies that involve continuing reinforcement, applying punishment, or introducing a new form of reinforcement for the same behavior don't represent extinction, which is specifically about withholding the prior reinforcement to reduce the behavior.

7. A verbal operant evoked by a non-verbal stimulus, involving labeling or describing that stimulus is called?

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

A tact is a verbal operant evoked by a nonverbal stimulus and involves labeling or describing that stimulus. When you see something in the environment and say its name or describe it—like “dog,” “red ball,” or “that bird”—your response is controlled by the actual item or event present, not by someone saying it first. This is different from an echoic, where you repeat something spoken to you, with the verbal stimulus guiding an exact imitation. It’s also distinct from an intraverbal, which responses are under the control of a verbal context or question and are not directly about the present stimulus. And a mand is a request for something you want, driven by a motivating operation. So labeling or describing what you observe fits tact.

8. What is the primary goal of Functional Communication Training?

- A. The primary goal is to replace problematic behavior with a communication response that serves the same function.**
- B. The primary goal is to punish the problem behavior.**
- C. The primary goal is to avoid any form of communication.**
- D. The primary goal is to increase motor-only skills.**

Functional Communication Training focuses on the function of the problem behavior and teaches a clear, appropriate way to communicate to obtain the same outcome. The learner uses a communicative response (such as a word, sign, gesture, or picture request) that serves the same function as the challenging behavior and is reinforced, making the replacement the preferred way to get what they want or to escape a demand. This reduces reliance on the problem behavior by teaching a functional alternative. It’s not about punishing the behavior, avoiding all communication, or simply increasing motor skills; it’s about building an effective, socially appropriate means of communication to meet the learner’s needs.

9. The tendency for a response to be elicited by similar stimuli is called what?

- A. Stimulus Generalization**
- B. Response Discrimination**
- C. Behavior Contrast**
- D. Token Economy**

When a learned response tends to occur to stimuli that resemble the original one, we're dealing with stimulus generalization. After conditioning, the organism doesn't just react to the exact stimulus; similar cues also trigger the response, though usually with less strength as they become less like the original. For example, a dog trained to salivate to a specific bell tone may also salivate to tones that are close to that frequency. This happens because stimuli that share features with the original are treated similarly, creating a generalization gradient where response strength tapers off as similarity decreases. This concept differs from discrimination, where the organism learns to distinguish between similar stimuli and respond only to the exact one. Token economy and behavior contrast involve different behavioral processes or reinforcement systems, not the generalization of a response to similar stimuli.

10. What conditioning occurs when a neutral stimulus elicits a response after pairing with a biologically important stimulus?

- A. Trial-and-Error Learning**
- B. Baseline**
- C. Respondent Conditioning**
- D. Dependent Variable**

Classical conditioning, known here as respondent conditioning in ABA, happens when a neutral stimulus is paired with a biologically significant stimulus, so the neutral one comes to elicit a response. The biologically important stimulus is the unconditioned stimulus and naturally triggers an unconditioned response. After several pairings, the neutral stimulus becomes a conditioned stimulus and the response it elicits is a conditioned response. A classic example is Pavlov's dogs, where a bell (neutral) paired with food (unconditioned stimulus) begins to trigger salivation (conditioned response) even when food is not present. This differs from trial-and-error learning, which is about emitting behaviors reinforced by consequences (operant conditioning); baseline refers to the starting level before manipulation; and a dependent variable is a measurable outcome in a study. So the described process is respondent conditioning.

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://behavioranalysisfund.examzify.com>

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

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