

# Behavior Change Procedure Test 2 Practice (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. The coach's breath-hold progression is an example of shaping within which dimension?**
  - A. Response topography**
  - B. Response rate**
  - C. Stimulus prompting**
  - D. Punishment**
  
- 2. In shaping a sign, which sequence represents the order of successive approximations described for teaching the sign 'please'?**
  - A. First reinforcing lifting the hand, then reinforcing lifting the hand to the chest, then reinforcing lifting the hand to the chest and moving it slightly, and finally reinforcing lifting the hand to the chest and moving it in a circular motion.**
  - B. Reinforcing random hand movements until the sign is produced.**
  - C. Reinforcing only after the full sign is performed with no partial movements.**
  - D. Punishing any partial attempt and withholding reinforcement.**
  
- 3. An instructor asks a learner to pour milk into a cup. Which option constitutes a response prompt in this scenario?**
  - A. The staff demonstrated pouring a small amount of milk into a cup and then set the milk carton in front of the learner.**
  - B. The staff verbally instructed the learner to pour milk.**
  - C. The staff placed the carton near the learner and asked to start.**
  - D. The staff asked the learner to observe and wait.**
  
- 4. Which description best reflects formal similarity?**
  - A. The imitator's response is emitted in the same context as the model's response**
  - B. The imitator's response is reinforced only after reinforcement for the model's action**
  - C. The imitator's response has the same physical form as the model's action**
  - D. The imitator learns by generalizing to a new function**

- 5. Which statement is not a described method for task analysis in the material?**
- A. Backward chaining**
  - B. Sequential interviewing**
  - C. Single-opportunity**
  - D. Multiple-opportunity**
- 6. An abolishing operation has a behavior-altering effect which decreases the reinforcement efficacy of a stimulus.**
- A. True**
  - B. False**
  - C. Not necessarily**
  - D. Cannot be determined**
- 7. Which term describes removing a reinforcer from the learner's current supply of previously earned reinforcers?**
- A. Existing cache response cost**
  - B. Bonus response cost**
  - C. Time-in**
  - D. Contingent observation**
- 8. True or False: Negative punishment has occurred when the removal of an event decreases the future occurrence of a behavior.**
- A. True**
  - B. False**
  - C. Not necessarily**
  - D. It depends**
- 9. Contingent observation involves the individual remaining in the setting but not participating for a short period.**
- A. The individual is removed from the setting entirely.**
  - B. The individual remains in the setting but does not participate for a short period.**
  - C. The individual receives reinforcement during the observation.**
  - D. The individual is administered punishment.**

**10. An evocative effect refers to which of the following?**

- A. A Decrease in the Current Frequency of Behavior That Has Been Associated with a Particular Consequence.**
- B. A Change in Reinforcement Value Without Changing Behavior.**
- C. An Increase in the Current Frequency of Behavior That Has Been Associated with a Particular Consequence.**
- D. A Change in Stimulus Control That Generalizes Across Contexts.**

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## Answers

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

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## **Explanations**

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**1. The coach's breath-hold progression is an example of shaping within which dimension?**

- A. Response topography**
- B. Response rate**
- C. Stimulus prompting**
- D. Punishment**

Shaping by successive approximations targets changes in the form of a behavior, not how often it happens. In this breath-hold progression, the coach is gradually altering how the breath-hold is performed—the topography of the response—by moving from simpler, shorter holds to more complex or longer holds. That focus on the physical form of the response is what defines shaping within the dimension of response topography. Increasing the rate would mean more frequent holds, which isn't what's being reinforced here. Stimulus prompting would involve adding cues, and punishment would involve negative consequences, neither of which are at play in this progression.

**2. In shaping a sign, which sequence represents the order of successive approximations described for teaching the sign 'please'?**

- A. First reinforcing lifting the hand, then reinforcing lifting the hand to the chest, then reinforcing lifting the hand to the chest and moving it slightly, and finally reinforcing lifting the hand to the chest and moving it in a circular motion.**
- B. Reinforcing random hand movements until the sign is produced.**
- C. Reinforcing only after the full sign is performed with no partial movements.**
- D. Punishing any partial attempt and withholding reinforcement.**

Shaping a sign relies on reinforcing closer and closer approximations to the target gesture, so the learner builds the exact movement step by step rather than all at once. The sequence shown starts with a simple movement that resembles the sign—lifting the hand—and each subsequent step adds a feature that brings the topography closer to the desired sign, with reinforcement at each stage. Next, bringing the hand to the chest is rewarded, then adding a slight movement at the chest, and finally reinforcing the full, circular motion of the sign. This gradual progression helps the learner acquire the precise motor pattern through successive approximations and differential reinforcement. Reinforcing random hand movements wouldn't guide the learner toward the specific sign, reinforcement only after the full sign offers no practice for incremental improvement, and punishing partial attempts would suppress attempts and undermine the shaping process.

3. An instructor asks a learner to pour milk into a cup. Which option constitutes a response prompt in this scenario?

- A. The staff demonstrated pouring a small amount of milk into a cup and then set the milk carton in front of the learner.**
- B. The staff verbally instructed the learner to pour milk.**
- C. The staff placed the carton near the learner and asked to start.**
- D. The staff asked the learner to observe and wait.**

The essential idea is that a response prompt is something that directly guides the learner to perform the exact action. Demonstrating how to pour milk provides a concrete example of the target behavior and cues the learner to imitate it, making it a model prompt—a type of response prompt. The other options don't provide that direct demonstration: verbal instruction tells the learner what to do but doesn't show how to do it; placing the carton nearby is more about changing the setup (a stimulus or environmental cue) rather than prompting the precise action; and asking the learner to observe and wait doesn't prompt the response at all.

4. Which description best reflects formal similarity?

- A. The imitator's response is emitted in the same context as the model's response**
- B. The imitator's response is reinforced only after reinforcement for the model's action**
- C. The imitator's response has the same physical form as the model's action**
- D. The imitator learns by generalizing to a new function**

Form similarity in imitation means the observer's response mirrors the model's action in the same physical form. When the imitator reproduces the exact topography of the model's movement—the same shape, posture, and motor pattern—we have formal similarity. This is why the description that the imitator's response has the same physical form as the model's action best captures the idea: it emphasizes the physical mirroring that makes imitation recognizable and transferable to the imitator's own repertoire. The other descriptions describe related ideas but not the topographic mirroring. Responding in the same context speaks to situational or contextual similarity, not the form of the movement. Reinforcement tied to the model's action concerns reinforcement processes rather than the immediate structural similarity of responses. Generalizing to a new function addresses functional transfer, not the exact physical form of the response.

**5. Which statement is not a described method for task analysis in the material?**

- A. Backward chaining**
- B. Sequential interviewing**
- C. Single-opportunity**
- D. Multiple-opportunity**

Task analysis focuses on breaking a skill into discrete steps and teaching those steps in a specific sequence. The material describes several ways to implement and practice a task analysis during instruction. Backward chaining is a classic method: you start by teaching the learner the final step, then gradually add preceding steps so the learner completes the entire chain from start to finish with prompting as needed. The single-opportunity format means the learner gets one chance at each step per trial, with reinforcement for completing the entire chain. The multiple-opportunity format provides multiple chances within a session to perform each step, offering more practice and repetition. Sequential interviewing is not described in the material as a method for implementing a task analysis. It's more about gathering information by asking questions in sequence to identify how a task is performed, rather than outlining and teaching the task steps within the instructional framework. Therefore, the statement that sequential interviewing is a described task-analysis method is not supported by the material. The other options align with established task-analysis methods described in the material.

**6. An abolishing operation has a behavior-altering effect which decreases the reinforcement efficacy of a stimulus.**

- A. True**
- B. False**
- C. Not necessarily**
- D. Cannot be determined**

Motivating operations have two kinds of effects: a value-altering effect, which changes how reinforcing a stimulus is, and a behavior-altering effect, which changes how often a person will engage in behavior that has produced that reinforcer in the past. An abolishing operation decreases the reinforcing effectiveness of a stimulus—that's the value-altering effect. It can also reduce the current frequency of behavior that has been reinforced by that stimulus, but that second effect is a separate behavior-altering impact. The statement ties the decrease in reinforcement efficacy to the behavior-altering effect. That misattributes the direction of the change. The reduction in reinforcement efficacy is due to the value-altering effect, not the behavior-altering effect. Therefore this is false.

**7. Which term describes removing a reinforcer from the learner's current supply of previously earned reinforcers?**

- A. Existing cache response cost**
- B. Bonus response cost**
- C. Time-in**
- D. Contingent observation**

Removing a reinforcer from what the learner has already earned is a negative punishment called a response-cost procedure. When the consequence takes away items from the learner's current reinforcer stock, it's described as an existing cache response cost. This directly reduces the immediate value of maintaining the behavior because the learner loses a reinforcer they had in hand, making the behavior less appealing in the future. Bonus response cost, in contrast, would withdraw from a separate pool or extra "bonus" reinforcer rather than from the learner's present cache, so it doesn't target the current stash. Time-in and contingent observation are different approaches entirely: time-in strengthens behavior by providing supportive, reinforcing interaction, and contingent observation involves watching without access to reinforcement, not removing items from a cache.

**8. True or False: Negative punishment has occurred when the removal of an event decreases the future occurrence of a behavior.**

- A. True**
- B. False**
- C. Not necessarily**
- D. It depends**

Negative punishment means taking away something the organism values after a behavior, with the aim of making that behavior occur less often in the future. The statement fits this definition because it describes removing an event or privilege and observing a decrease in the future occurrence of the behavior. For example, removing access to video game time after a rule violation tends to reduce the likelihood of repeating that violation. This is different from negative reinforcement, where removing an unpleasant stimulus increases a behavior, and from positive punishment, where an unpleasant consequence is added to decrease a behavior. So the statement is true.

9. Contingent observation involves the individual remaining in the setting but not participating for a short period.
- A. The individual is removed from the setting entirely.
  - B. The individual remains in the setting but does not participate for a short period.**
  - C. The individual receives reinforcement during the observation.
  - D. The individual is administered punishment.

Contingent observation is a non-exclusionary timeout: the learner stays in the same setting but is not allowed to participate in the ongoing activity for a brief period after a targeted behavior. This keeps the person in view and in the room while temporarily blocking active participation, which interrupts the reinforcement of the undesired behavior without removing the learner from the environment. The description—remains in the setting but does not participate for a short period—captures this exact setup. It differs from removing the person from the setting, or from receiving reinforcement during the observation, or from punishment, which are not characteristics of contingent observation.

10. An evocative effect refers to which of the following?
- A. A Decrease in the Current Frequency of Behavior That Has Been Associated with a Particular Consequence.
  - B. A Change in Reinforcement Value Without Changing Behavior.
  - C. An Increase in the Current Frequency of Behavior That Has Been Associated with a Particular Consequence.**
  - D. A Change in Stimulus Control That Generalizes Across Contexts.

An evocative effect occurs when a consequence that has previously reinforced a behavior makes that behavior more likely to occur again in the future. The history of that consequence strengthens the association between the behavior and its outcome, so the behavior increases in frequency whenever that consequence is possible or presented. For example, if saying "please" has consistently earned praise, you'll see more instances of saying "please" in similar situations because the praise event evokes the behavior. This differs from simply changing how valuable the reinforcement is without changing the behavior, or from decreasing the behavior, or from changes in stimulus control that generalize across contexts. The key idea is that the consequence reinforces the behavior and thus raises its likelihood in the future.

## 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://behaviorchangeprocedure2.examzify.com>**

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

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