

BEHAVIOR CHANGE PROCEDURE TEST 2 PRACTICE (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE**

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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 statement best captures shaping in behavior change procedures?

- A. Shaping reinforces successive approximations toward a target.
- B. Shaping punishes incorrect attempts.
- C. Shaping ignores gradual progress.
- D. Shaping relies on extinction of all responses.

2. Which description best describes shaping across response topographies?

- A. Reinforcement of behaviors that are progressively more similar to the target in form.
- B. Reinforcement of errors that diverge from the target.
- C. Reinforcement of the final behavior only.
- D. Extinction of all intermediate steps.

3. The door scenario illustrates which type of learning?

- A. Imitation
- B. Observational learning
- C. Modeling
- D. Generalized imitation

4. A mother instructs her daughter to give her an item, then turns away so the daughter cries and eventually stops crying; the mother resumes interaction after crying stops. This procedure most closely exemplifies which concept?

- A. planned ignoring
- B. nonexclusion time-out
- C. exclusion time-out
- D. response cost

5. Nonexclusion time-out keeps the learner in the instructional area, while exclusion time-out removes them.

- A. False
- B. Not sure
- C. True
- D. Not applicable

- 6. In a task analysis, making a sequential list of all component steps is the core method.**
- A. It is described as a survey of tasks
 - B. It is described as modeling the whole task
 - C. It is described as making a sequential list of all the component steps
 - D. It is described as delaying steps until later
- 7. In discrimination training, the S-delta is specifically used to show the condition of zero reinforcement or extinction.**
- A. True
 - B. False
 - C. Not specified
 - D. Always
- 8. The research literature has repeatedly shown that the total-task chaining procedure is the most effective method of chaining.**
- A. Sometimes used
 - B. Not studied
 - C. True
 - D. False
- 9. 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.
- 10. What is the key difference between nonexclusion and exclusion time-out?**
- A. Nonexclusion leaves the individual in the instructional area; Exclusion removes from the area
 - B. Nonexclusion is more intense than exclusion
 - C. Nonexclusion never involves interruption
 - D. Exclusion is a type of reinforcement

Answers

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

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Explanations

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1. Which statement best captures shaping in behavior change procedures?

A. Shaping reinforces successive approximations toward a target.

B. Shaping punishes incorrect attempts.

C. Shaping ignores gradual progress.

D. Shaping relies on extinction of all responses.

Shaping reinforces successive approximations toward a target behavior. It starts with a behavior the learner already emits and gradually reinforces closer and closer versions of the desired skill, increasing the criteria as performance improves. For example, teaching a child to say a full sentence might begin by reinforcing a single word, then two-word phrases, and so on until the complete sentence is produced. This incremental reinforcement builds complex behaviors, unlike punishment (which suppresses behavior), ignoring gradual progress (which stalls learning), or extinction (which aims to remove a behavior rather than scaffold toward a new one).

2. Which description best describes shaping across response topographies?

A. Reinforcement of behaviors that are progressively more similar to the target in form.

B. Reinforcement of errors that diverge from the target.

C. Reinforcement of the final behavior only.

D. Extinction of all intermediate steps.

Shaping across response topographies is about reinforcing successive approximations toward a target behavior, and those approximations can take different forms as long as each step moves closer to the goal in form. You start with a behavior that's reasonably close to the target and reinforce it, then gradually require and reinforce new forms that better match the desired outcome, even if the exact shape of the response changes along the way. The emphasis is on guiding change over time by rewarding progress toward the target, not on rewarding mistakes or waiting for the final form to appear. Reinforcing responses that diverge from the target would push behavior away from the goal. Focusing only on the final form ignores the gradual steps that actually build toward it. Extinguishing all intermediate steps would stop progress entirely and prevent any shaping from occurring.

3. The door scenario illustrates which type of learning?

A. Imitation

B. Observational learning

C. Modeling

D. Generalized imitation

Observational learning is learning that happens by watching another person perform a behavior and the consequences that follow. In the door scenario, the learner observes someone else approach and open the door, noticing the steps and the result. The observer then uses that information to reproduce the action themselves, having learned what to do without having to discover it by trial and error. This involves paying attention to the model, retaining the observed steps, translating them into their own behavior, and being motivated by the observed outcome. While imitation can occur within observational learning, the broader idea here is that learning occurred through observing the model's action and its consequences, not just by attempting the action directly or by a broad ability to imitate many behaviors.

4. A mother instructs her daughter to give her an item, then turns away so the daughter cries and eventually stops crying; the mother resumes interaction after crying stops. This procedure most closely exemplifies which concept?

A. planned ignoring

B. nonexclusion time-out

C. exclusion time-out

D. response cost

Planned ignoring is the idea here. The caregiver withholds attention when the daughter cries, turning away so crying stops being reinforced. Once the crying ceases, interaction resumes. This uses extinction for attention-maintained behavior: crying no longer yields the desired outcome, so the behavior is likely to decrease over time. It's not a time-out from the environment or a cost imposed for crying, but a deliberate withholding of reinforcement (attention) while the child remains present, with reinforcement returned only after the undesired behavior stops.

5. Nonexclusion time-out keeps the learner in the instructional area, while exclusion time-out removes them.

A. False

B. Not sure

C. True

D. Not applicable

Time-out procedures differentiate by whether the learner stays in the setting or is removed from it. In nonexclusion time-out, the learner remains in the instructional area and is temporarily unable to access reinforcement. The disruption is managed within the room, often by limiting access to preferred activities or using a cue, but the student stays in view with the rest of the environment unchanged. In exclusion time-out, the learner is removed from the instructional area to a different, less reinforcing location for the duration of the time-out. So the statement that nonexclusion time-out keeps the learner in the instructional area while exclusion time-out removes them is true. For example, a nonexclusion time-out might involve the student staying in the room but not participating in activities for a short period, whereas an exclusion time-out would involve sending the student to another room or area away from the group.

6. In a task analysis, making a sequential list of all component steps is the core method.

A. It is described as a survey of tasks

B. It is described as modeling the whole task

C. It is described as making a sequential list of all the component steps

D. It is described as delaying steps until later

In task analysis, the key idea is to break a task into discrete actions and arrange them in the exact order needed to complete the task. The best description of the core method is making a sequential list of all component steps, capturing every action from start to finish. This detailed sequence lets you teach and evaluate each part, shows where prompts are needed, and helps ensure the task is performed correctly. Describing the task as a survey of tasks focuses on an overview rather than the detailed order; modeling the whole task conveys the overall flow without listing every step; delaying steps contradicts the purpose of defining a precise, teachable sequence.

7. In discrimination training, the S-delta is specifically used to show the condition of zero reinforcement or extinction.

- A. True
- B. False**
- C. Not specified
- D. Always

In discrimination training, the S-delta signals that the target response will not be reinforced in the presence of that stimulus. It sets the rule: do not respond here because reinforcement is not available for this cue. This is about non-reinforcement in a specific stimulus context, not about zero reinforcement overall or the extinction process itself. Extinction is the broader process of a response decreasing due to ongoing non-reinforcement, which can follow the presence of an S-delta but is not the S-delta itself. For example, a lever press earns food when a green light is on (S+), but not when a red light is on (S-delta); the red-light cue tells the animal that responding won't be reinforced in that context. Because of that distinction, the statement is not accurate.

8. The research literature has repeatedly shown that the total-task chaining procedure is the most effective method of chaining.

- A. Sometimes used
- B. Not studied
- C. True
- D. False**

Chaining procedures teach multi-step skills by linking smaller steps into a sequence, and there isn't a single method that's best for every task or learner. Total-task chaining—having the learner perform the entire sequence in each trial—can work well in some situations, but other methods like forward chaining or backward chaining often outperform it for different tasks or learners. The effectiveness of a chaining approach depends on factors such as how long and complex the task is, the learner's current abilities and prompting needs, and how likely errors might disrupt learning. Because the evidence shows mixed results rather than a universal winner, you shouldn't claim that total-task chaining is the most effective method in all cases. The best choice is to select the chaining method based on task analysis and data from the learner's performance.

9. 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.

10. What is the key difference between nonexclusion and exclusion time-out?

- A. Nonexclusion leaves the individual in the instructional area; Exclusion removes from the area**
- B. Nonexclusion is more intense than exclusion
- C. Nonexclusion never involves interruption
- D. Exclusion is a type of reinforcement

The key distinction is where the person is located during the timeout. In nonexclusion time-out, the individual stays in the instructional area, but access to Reinforcement is temporarily blocked, so they observe or continue in the room without the chance to gain reinforcement. In exclusion time-out, the person is removed from the instructional area for the duration of the timeout, so they are physically outside of the setting. This difference is why the correct choice is that nonexclusion leaves the individual in the instructional area while exclusion removes them from the area. The other statements don't fit: nonexclusion isn't inherently more intense, it does involve interruption of reinforcement, and exclusion is not a reinforcement.

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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.

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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