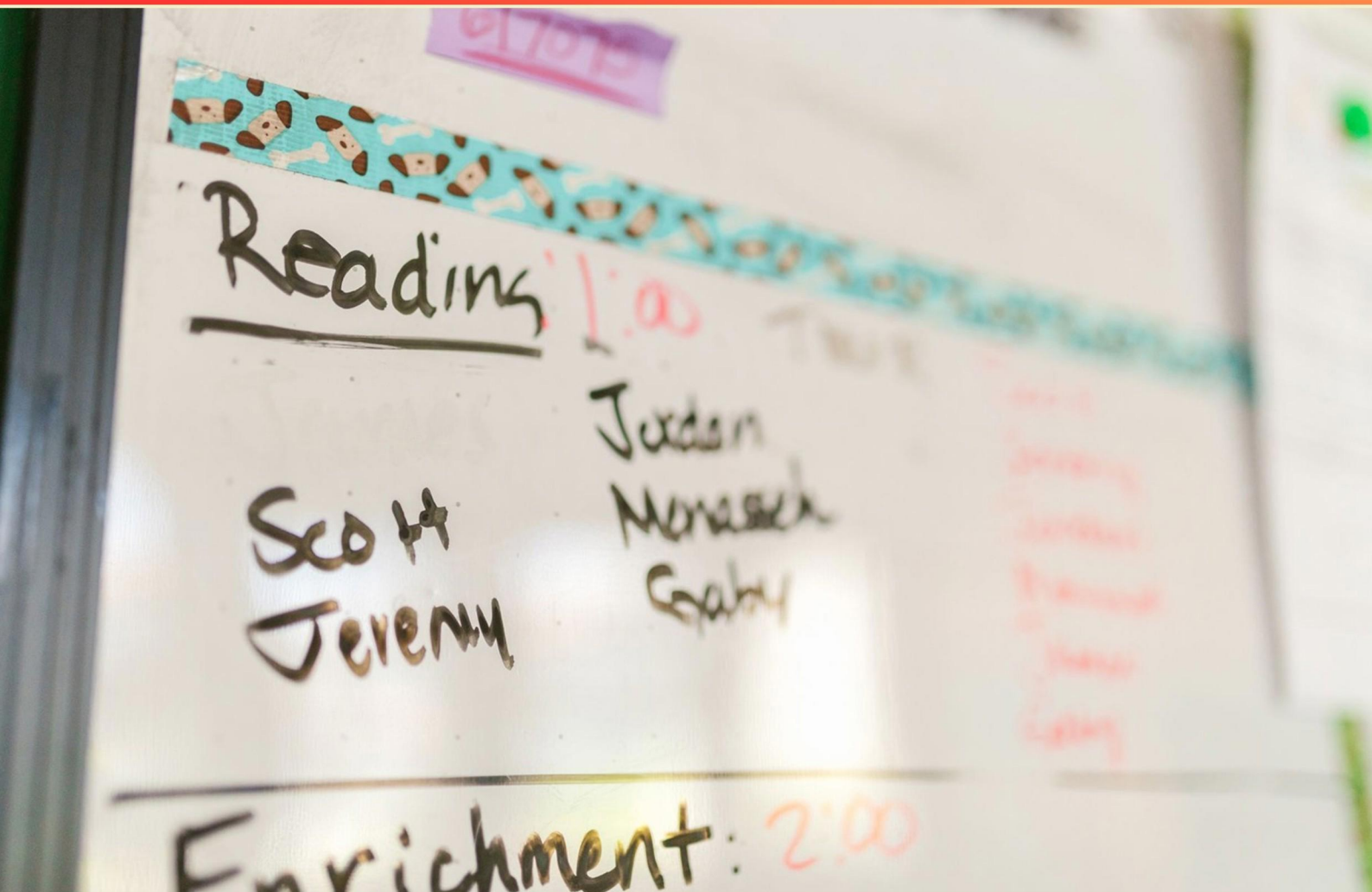


LEARNING BEHAVIOR SPECIALIST (LBS) 1 PRACTICE EXAM (SAMPLE)

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 term refers to the free, appropriate public education required by IDEA?**
 - A. LRE
 - B. IDEA
 - C. IEP
 - D. FAPE

- 2. A form of damage to the brain resulting from cut nerve pathways.**
 - A. Shearing
 - B. Contusion
 - C. Revisualization
 - D. Number Concepts

- 3. What term precedes a particular behavior, such as time, setting, or task?**
 - A. Consequences
 - B. Antecedents
 - C. State
 - D. Arousal

- 4. Which term describes the tendency to focus attention on certain stimuli that are salient to a disorder, such as movement or novelty in ADHD?**
 - A. Relevant Information
 - B. Attentional Focus
 - C. Attentional Bias
 - D. Stimulus Preference

- 5. LEA stands for Local Educational Agency.**
 - A. Local Educational Agency
 - B. Local Educational Authority
 - C. Learning Environment Agency
 - D. Limited Educational Association

- 6. What is the main U.S. Federal Law for special education that mandates Free Appropriate Public Education for each child with a disability?**
- A. IEP
 - B. IDEA
 - C. FAPE
 - D. LRE
- 7. Which law, developed by Robert M. Yerkes and John D. Dodson, states that performance increases with arousal up to an optimal point and then declines as arousal becomes too high?**
- A. Yerkes-Dodson Law
 - B. State
 - C. Functional Analysis
 - D. Response to Intervention
- 8. Which memory technique uses acronyms or silly phrases to help recall verbal information?**
- A. Numerosity
 - B. Mnemonics
 - C. Perinatal
 - D. Nonverbal (visual) communication
- 9. Which term describes Specific Learning Disability in mathematics and reading?**
- A. Intellectual Disability
 - B. Emotional Disturbance
 - C. Hearing Impairment
 - D. Specific Learning Disability (In math, reading)
- 10. Which term describes a localized brain injury?**
- A. Global Damage
 - B. Amnesia
 - C. Focal Damage
 - D. Cognitive Distortion

Answers

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

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Explanations

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1. Which term refers to the free, appropriate public education required by IDEA?

- A. LRE
- B. IDEA
- C. IEP
- D. FAPE**

FAPE stands for Free Appropriate Public Education, and that phrase captures the obligation IDEA places on public schools. It means eligible students with disabilities must receive education at no cost to families that is tailored to their individual needs and designed to enable meaningful progress. This education includes the necessary special education and related services and must be provided in the least restrictive environment to the greatest extent appropriate. The plan that outlines exactly what services a student will receive is the IEP, and while LRE and IDEA are important parts of the framework, FAPE is the specific guarantee of a no-cost, suitably designed education for each eligible student.

2. A form of damage to the brain resulting from cut nerve pathways.

- A. Shearing**
- B. Contusion
- C. Revisualization
- D. Number Concepts

Damage from rapid acceleration or deceleration tears axons as different parts of the brain move at different speeds, severing long nerve pathways. This tearing is called a shear injury and is characteristic of diffuse axonal injury, where widespread disruption of connections between brain regions occurs rather than a single localized bruise. A contusion, in contrast, is a bruise on brain tissue from direct impact, producing local bleeding and tissue damage rather than tearing of the axons. So the term that best describes damage due to cut nerve pathways is the shear injury, which captures the mechanism of axonal tearing across the brain's white matter.

3. What term precedes a particular behavior, such as time, setting, or task?

- A. Consequences
- B. Antecedents**
- C. State
- D. Arousal

Antecedents are events or conditions that occur before a behavior and set the stage for whether that behavior will happen. Time cues (when something will occur), setting cues (where it happens), and task demands (what the person is asked to do) all act as antecedents by signaling what is expected next and shaping the likelihood of the behavior occurring. By adjusting these antecedents—changing the timing, the environment, or the task—you can influence whether the behavior will be emitted. After the behavior, consequences occur and help determine future occurrences, but the term that describes what comes before and influences the behavior is antecedents. Internal states like arousal can function as antecedents as well, but the most precise fit for what precedes the behavior in this context is antecedents.

4. Which term describes the tendency to focus attention on certain stimuli that are salient to a disorder, such as movement or novelty in ADHD?

- A. Relevant Information
- B. Attentional Focus
- C. Attentional Bias**
- D. Stimulus Preference

The main idea is that attention can be drawn automatically toward stimuli that are especially salient for a given condition. In ADHD, movement or novelty often stands out, so a person may naturally zero in on those cues even when they're not relevant to the task. This tendency to attend to disorder-relevant, highly salient stimuli is called an attentional bias. It helps explain why distractors like a passing movement or a sudden new stimulus can capture focus and disrupt performance. Other terms don't capture this automatic, disorder-linked pull toward salient cues: relevant information refers to what's important for the task, general attentional focus is a broad ability to concentrate without implying a bias toward specific salient stimuli, and stimulus preference concerns what someone likes rather than how attention is automatically drawn to certain stimuli.

5. LEA stands for Local Educational Agency.

- A. Local Educational Agency**
- B. Local Educational Authority
- C. Learning Environment Agency
- D. Limited Educational Association

The concept being tested is recognizing what LEA stands for in education policy. In U.S. education, a Local Educational Agency is the local administrative body that operates public schools within a community, such as a school district or charter school board. It administers day-to-day operations, implements state and federal education laws, distributes funds, provides services to schools, and ensures compliance with requirements like those under IDEA. That makes Local Educational Agency the correct expansion. Other terms aren't the standard meaning of this acronym in education administration, and Learning Environment Agency or Limited Educational Association aren't commonly used or recognized designations in this context. Local Educational Authority is plausible in some regions, but the established expansion in this educational framework is Local Educational Agency.

6. What is the main U.S. Federal Law for special education that mandates Free Appropriate Public Education for each child with a disability?

- A. IEP
- B. IDEA**
- C. FAPE
- D. LRE

The main concept is identifying the federal statute that guarantees Free Appropriate Public Education for students with disabilities. The law is the Individuals with Disabilities Education Act (IDEA). IDEA establishes that eligible children must receive FAPE and provides the framework for services, including requiring an Individualized Education Program (IEP) and guiding placement decisions to be in the Least Restrictive Environment (LRE) whenever appropriate. FAPE is the guarantee described by IDEA, but FAPE itself is not the law. An IEP is the written plan created under IDEA to deliver the services, while LRE is a placement principle also required by IDEA.

7. Which law, developed by Robert M. Yerkes and John D. Dodson, states that performance increases with arousal up to an optimal point and then declines as arousal becomes too high?

A. Yerkes-Dodson Law

B. State

C. Functional Analysis

D. Response to Intervention

Performance as arousal changes follows an inverted-U pattern: increasing arousal boosts performance up to an optimal point, but beyond that point, further arousal impairs performance. This relationship is captured by the Yerkes-Dodson Law, which states there is a peak level of arousal that yields the best performance, and that the height of this peak depends on how difficult the task is. For simpler tasks, higher arousal can still support good performance, while for complex tasks, too much arousal tends to hinder it. This helps explain why a little stress can sharpen focus, but excessive stress can lead to mistakes. The other terms describe different ideas that don't fit this pattern of arousal and performance. One refers simply to a mental or emotional state, another to a method for analyzing behavior by testing environmental variables, and the last to a broader educational framework for supporting learning. Because only the Yerkes-Dodson Law specifically addresses how performance changes with varying arousal and identifies an optimal level, it is the best fit.

8. Which memory technique uses acronyms or silly phrases to help recall verbal information?

A. Numerosity

B. Mnemonics

C. Perinatal

D. Nonverbal (visual) communication

Mnemonics are memory techniques that help you recall information by attaching cues to it, often in the form of acronyms, acrostics, or silly phrases. This approach is especially useful for verbal material because a memorable cue chain makes the sequence or items easier to retrieve later. For example, turning a list into an acronym or a goofy sentence gives you a quick prompt to jog your memory. The other terms don't describe a memory aid: numerosity is about numbers, perinatal relates to the time around birth, and nonverbal (visual) communication concerns conveying meaning without spoken words. So using acronyms or silly phrases to aid recall is what mnemonics are.

9. Which term describes Specific Learning Disability in mathematics and reading?

- A. Intellectual Disability
- B. Emotional Disturbance
- C. Hearing Impairment

D. Specific Learning Disability (In math, reading)

Specific Learning Disability is used to describe lasting difficulties in learning specific academic skills—like reading and math—despite average or above-average intelligence and without issues from vision, hearing, or overall cognitive ability. The phrase “Specific Learning Disability (In math, reading)” precisely names those targeted areas of struggle, distinguishing them from broader disabilities. Other options refer to different categories: Intellectual Disability involves global cognitive impairment, Emotional Disturbance centers on behavioral or emotional problems, and Hearing Impairment is a sensory condition. So, the term that best describes difficulties in mathematics and reading is the Specific Learning Disability designation that specifies those exact domains.

10. Which term describes a localized brain injury?

- A. Global Damage
- B. Amnesia
- C. Focal Damage**
- D. Cognitive Distortion

A localized brain injury is described as focal damage. This means the injury is confined to a specific region of the brain, rather than affecting widespread areas. Global or diffuse damage, in contrast, involves many parts of the brain and is more uniform across regions, often due to overall insults like prolonged hypoxia. Amnesia is a symptom that can accompany brain injury but doesn't itself describe localization, and cognitive distortion refers to biased thinking patterns rather than a type of brain injury. So, the term that best fits a localized injury is focal damage.

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://lbs1.examzify.com>

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

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