

# QUALIFIED APPLIED BEHAVIOR ANALYSIS (QABA) 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. **True or False: The best way for educators to support children with ASD is to separate them from other children at school.**
  - A. True
  - B. False
2. **Which of the following is a goal of behavior modification?**
  - A. A. To increase the frequency of maladaptive behaviors
  - B. B. To minimize harmful consequences of behavior
  - C. C. To eliminate all forms of behavior
  - D. D. To ignore the individual's needs
3. **Describe the term "maintenance" in ABA practice.**
  - A. The phase when new behaviors are integrated
  - B. The process of reviewing behavior plans
  - C. The continued display of learned behaviors over time
  - D. The termination of reinforcement after a behavior occurs
4. **Which statement represents an advanced level of following directions?**
  - A. Get the large red and blue cup
  - B. Put the ball in the cup
  - C. Roll the car
  - D. Clap your hands
5. **Which of the following is an example of punishment?**
  - A. After a student got scolded in the hallway for making noises in class, he quit making noises in class.
  - B. After a student got scolded in the hallway for making noises in class, he made more noises in class.
  - C. A student received a bad grade on his math assignment.
  - D. A student got out of doing classwork due to his disruptive behavior.
6. **What is a social validity assessment in ABA focused on?**
  - A. Evaluating the effectiveness of reinforcement
  - B. Determining if the intervention methods are scientifically sound
  - C. Assessing if the goals and procedures are deemed important by stakeholders
  - D. Measuring the frequency of behavior occurrences

- 7. In the context of behavior plans, what does the term "prompting" refer to?**
- A. Encouraging a person to provide feedback
  - B. Assisting a person in learning a new skill
  - C. Motivating individuals to seek reinforcement
  - D. Providing positive reinforcement for communication
- 8. What is one of the most common co-occurring conditions with ASD?**
- A. Diabetes
  - B. ADHD
  - C. Schizophrenia
  - D. Cardiovascular disease
- 9. Which technique is primarily used in shaping behaviors?**
- A. Extinction
  - B. Positive punishment
  - C. Reinforcement of successive approximations
  - D. Negative reinforcement
- 10. Which scenario best illustrates discretionary effort?**
- A. Cindy follows all of her supervisor's instructions
  - B. Susanna cleans the work area without being asked
  - C. Marco trains colleagues on correct procedures
  - D. Lynn reads articles about ABA at home

## **Answers**

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

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## **Explanations**

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**1. True or False: The best way for educators to support children with ASD is to separate them from other children at school.**

**A. True**

**B. False**

*The statement is false because separating children with Autism Spectrum Disorder (ASD) from their peers is not considered the best practice for their development and socialization. Research and best practices in special education advocate for inclusion, which allows children with ASD to learn alongside their typically developing peers. Inclusion promotes social skills, communication, and adaptability, providing these children with opportunities to engage in meaningful interactions and experiences. It helps break down barriers and fosters understanding among all students, creating a more supportive and cohesive educational environment. Additionally, separating children with ASD can lead to increased feelings of isolation and can hinder their social development. Integrating them with their peers contributes to a shared learning experience where all students can benefit from diverse perspectives and collaborations. Overall, the emphasis is on creating an inclusive environment that supports all students' unique needs while encouraging a sense of belonging and community.*

**2. Which of the following is a goal of behavior modification?**

**A. A. To increase the frequency of maladaptive behaviors**

**B. B. To minimize harmful consequences of behavior**

**C. C. To eliminate all forms of behavior**

**D. D. To ignore the individual's needs**

*The goal of behavior modification is fundamentally focused on enhancing the well-being of individuals by improving their behavior in socially acceptable ways. Minimizing harmful consequences of behavior is essential, as this approach not only aims to reduce negative or maladaptive behaviors but also seeks to promote positive outcomes for the individual. This perspective aligns with the principles of Applied Behavior Analysis, which emphasize understanding and addressing behaviors while ensuring that interventions are safe and constructive. Behavior modification emphasizes the identification and alteration of behaviors that are detrimental, both to the individual and those around them. By minimizing harmful consequences, practitioners aim to create a supportive environment that fosters positive behavior change, empowering individuals to thrive in various settings, such as at home, school, or in the community. This goal is paramount to achieving sustainable behavior change without compromising the individual's dignity and autonomy.*

### 3. Describe the term "maintenance" in ABA practice.

- A. The phase when new behaviors are integrated
- B. The process of reviewing behavior plans
- C. The continued display of learned behaviors over time**
- D. The termination of reinforcement after a behavior occurs

*In the context of Applied Behavior Analysis (ABA), "maintenance" refers to the continued display of learned behaviors over time after the initial acquisition phase. This concept is crucial because it emphasizes that for behaviors to be considered successfully learned, they need to persist beyond the initial teaching environment and continue to occur in various contexts without the constant presence of reinforcement. Maintenance involves strategies to ensure that the behaviors that have been taught remain intact over time. This might include periodic reinforcement, generalization of skills across different settings, or strategies to support the individual in maintaining skills independently. The goal of maintenance is to ensure that the behavior is enduring and can be used effectively by the individual in their daily life. Other options represent related but distinct concepts. While integrating new behaviors (the first option) outlines another phase of learning, it doesn't capture the essence of maintenance. The process of reviewing behavior plans (the second option) is a reflective practice but does not focus on the sustained application of learned behaviors. Lastly, the termination of reinforcement (the fourth option) describes an aspect of behavior management but does not adequately articulate what maintenance entails in behavior analysis.*

### 4. Which statement represents an advanced level of following directions?

- A. Get the large red and blue cup**
- B. Put the ball in the cup
- C. Roll the car
- D. Clap your hands

*In examining the characteristics of advanced levels of following directions, the focus lies on the complexity and specificity of the task. The statement "Get the large red and blue cup" incorporates several elements that demonstrate a higher level of comprehension and action. Firstly, the instruction requires the individual to distinguish between multiple attributes: color (red and blue) and size (large). This necessitates an understanding of both visual characteristics and the ability to process these details simultaneously. Moreover, it involves identifying a specific object from potentially many options, which adds a layer of cognitive processing that is indicative of an advanced level of following directions. In contrast, the other statements present less complexity. "Put the ball in the cup" requires action but does not involve differentiation between various attributes of objects. "Roll the car" is similarly straightforward, focusing on a single action without the need for decision-making among multiple attributes. Lastly, "Clap your hands" is a simple motor response to a directive that does not require any identification or differentiation skills. Thus, the choice that includes multiple criteria and requires more advanced cognitive processing reflects a deeper skill in following directions.*

## 5. Which of the following is an example of punishment?

- A. After a student got scolded in the hallway for making noises in class, he quit making noises in class.
- B. After a student got scolded in the hallway for making noises in class, he made more noises in class.
- C. A student received a bad grade on his math assignment.
- D. A student got out of doing classwork due to his disruptive behavior.

*The correct choice illustrates punishment because it demonstrates a change in behavior following a consequence that resulted in a decrease of an undesired behavior—in this case, making noises in class. When the student was scolded, the aversive consequence (the scolding) led to a reduction in the frequency of the behavior that prompted the scolding (making noises in class). In applied behavior analysis, punishment is defined as any change in the environment that follows a behavior and results in a decrease in the likelihood of that behavior occurring again in the future. The scolding serves as a negative consequence for the behavior, leading to the desired outcome of reducing that behavior. This scenario effectively illustrates the principle of using a consequence to influence behavior, highlighting the operational definition of punishment in behavior analysis. The correct choice reflects a basic understanding of how consequences can modify behavior, aligning with foundational principles in the field.*

## 6. What is a social validity assessment in ABA focused on?

- A. Evaluating the effectiveness of reinforcement
- B. Determining if the intervention methods are scientifically sound
- C. Assessing if the goals and procedures are deemed important by stakeholders
- D. Measuring the frequency of behavior occurrences

*A social validity assessment in Applied Behavior Analysis (ABA) is primarily concerned with determining whether the goals and procedures of an intervention are perceived as important and meaningful by all relevant stakeholders, which may include the individuals receiving services, their families, and the professionals implementing the intervention. This assessment seeks to ensure that the interventions not only aim for effective behavioral change but also resonate with the values, needs, and priorities of those involved. Stakeholder input is crucial for ensuring that the intervention is acceptable and relevant to their lives, thus increasing the likelihood of success and generalization of the desired behaviors outside the therapeutic environment. By focusing on the perceptions of those affected by the intervention, practitioners can make informed decisions about adjustments needed to enhance the relevance and effectiveness of the ABA interventions being applied.*

## 7. In the context of behavior plans, what does the term "prompting" refer to?

- A. Encouraging a person to provide feedback
- B. Assisting a person in learning a new skill
- C. Motivating individuals to seek reinforcement
- D. Providing positive reinforcement for communication

*Prompting in behavior plans is primarily concerned with assisting a person in learning a new skill. This involves using cues or assistance to guide the individual towards the correct response or behavior. Prompts can take various forms, such as verbal cues, physical assistance, or visual signals, and they are essential in helping learners perform a task that they may not yet be able to complete independently. By systematically providing prompts and gradually fading them, practitioners can help individuals develop the necessary skills and ultimately encourage independent performance. The other options do not accurately define prompting in this context. While encouraging feedback, motivating individuals to seek reinforcement, and providing positive reinforcement for communication are all important aspects of behavior management and skill development, they do not specifically describe the role of prompting in supporting skill acquisition.*

## 8. What is one of the most common co-occurring conditions with ASD?

- A. Diabetes
- B. ADHD**
- C. Schizophrenia
- D. Cardiovascular disease

Attention-Deficit/Hyperactivity Disorder (ADHD) is indeed one of the most common co-occurring conditions with Autism Spectrum Disorder (ASD). Research indicates that many individuals diagnosed with ASD also exhibit symptoms of ADHD, which can include challenges with attention, hyperactivity, and impulsivity. The prevalence of ADHD in children with ASD is significantly higher than in the general population. This co-occurrence suggests that there may be overlapping neurological and developmental factors that contribute to both conditions. Understanding the relationship between these two disorders can help in the development of more effective treatment and intervention strategies. In contrast, the other options are less commonly co-occurring conditions with ASD. For instance, while diabetes and cardiovascular disease can affect individuals with autism, they are not specifically linked to the developmental and behavioral characteristics of ASD in the same way as ADHD. Schizophrenia typically presents in late adolescence or early adulthood, making it less relevant in the context of early developmental disorders such as ASD, which is often diagnosed in early childhood.

## 9. Which technique is primarily used in shaping behaviors?

- A. Extinction
- B. Positive punishment
- C. Reinforcement of successive approximations**
- D. Negative reinforcement

Shaping behaviors is a process that involves reinforcing successive approximations toward a desired behavior. This technique is effective for teaching new skills that may not already exist in an individual's repertoire. In shaping, the behavior analyst starts by reinforcing any behavior that is a step toward the target behavior, gradually requiring more precise responses as the individual demonstrates progress. The use of reinforcement in this context is fundamental, as it promotes gradual improvements in behavior by acknowledging and rewarding small increments of success. This method allows for the successful development of complex behaviors over time, making it particularly useful in behavioral interventions. Other techniques mentioned, such as extinction, positive punishment, and negative reinforcement, serve different functions in behavior modification and do not focus on the gradual development of behavior through successive steps in the same way that reinforcement of successive approximations does. Thus, reinforcement of successive approximations is the primary technique used in shaping behaviors.

## 10. Which scenario best illustrates discretionary effort?

- A. Cindy follows all of her supervisor's instructions
- B. Susanna cleans the work area without being asked**
- C. Marco trains colleagues on correct procedures
- D. Lynn reads articles about ABA at home

*Discretionary effort refers to the level of effort that an individual decides to put into their work beyond the minimum requirements. It reflects a personal willingness to go above and beyond basic expectations, driven by intrinsic motivation or a desire for excellence. In the scenario where Susanna cleans the work area without being asked, she demonstrates discretionary effort because she takes the initiative to contribute to the workplace environment on her own. This act is not part of her required job duties but shows her commitment and proactive attitude towards teamwork and maintaining a clean workspace. The other scenarios depict actions that may meet basic expectations or job descriptions, but they do not embody discretionary effort in the same way. Cindy, for example, follows her supervisor's instructions, which aligns with basic job responsibility. Marco training colleagues on correct procedures could indicate leadership or a colleague support role, but it may be part of his job duties. Lynn reading articles at home demonstrates her personal commitment to learning but does not directly exhibit discretionary effort within the work setting itself.*

## 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://behavioranalysisqaba.examzify.com>

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

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