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QUESTION NO: 1

A behavior analyst begins teaching a learner to put dishes into a dishwasher. The analyst reinforces placing one dish in the dishwasher, then later reinforces placing all dishes from the table into the dishwasher. This procedure is:

A. Chaining

B. Shaping

C. Stimulus fading

D. Response blocking

ANSWER: B

Explanation:

Shaping is correct because reinforcement is delivered for successive approximations to a terminal behavior. Initially, the learner is reinforced for a simpler response, placing one dish in the dishwasher. The performance requirement is then gradually increased until the learner completes the more complex target response.

Shaping is useful when a desired behavior is not currently present in the learner's repertoire or when the current form of responding must be improved gradually. The criterion for reinforcement is systematically changed as closer approximations to the terminal behavior occur. See the BACB BCBA Test Content Outline (6th ed.).

QUESTION NO: 2

Missy is using a multiple probe across participants design to evaluate the effects of peer tutoring to teach three students to complete division problems. These three students have had no prior instruction in division. Missy MOST LIKELY chose a multiple probe design rather than a multiple baseline design becaus

E.

A. the students' baseline scores will be zero.

B. the students could not miss class very often.

C. other extraneous variables may cause their skills to improve.

D. she is interested in comparing the effects of three interventions at once.

ANSWER: A

Explanation:

The students' baseline scores will be zero. A multiple-probe design is especially useful when the target skill is unlikely to occur before instruction and repeated measurement during baseline would provide little meaningful additional information. Because these students have received no previous division instruction, they are expected to have near-zero or zero correct responding on division problems. Conducting continuous baseline sessions, as in a conventional multiple-baseline design, could therefore produce an extended series of identical zero scores without improving experimental control or informing instructional decisions. Instead, intermittent probes can verify that performance remains unchanged while intervention is introduced in a staggered sequence across students. That staggered introduction permits a functional relation to be demonstrated when each student’s division performance changes only after peer tutoring begins. Multiple-probe arrangements also avoid unnecessary repeated exposure to assessment tasks when continuous baseline measurement is impractical or uninformative, while retaining the essential logic of prediction, verification, and replication across participants. The What Works Clearinghouse recognizes multiple-probe designs as a variation of multiple-baseline designs in which intermittent probes replace continuous measurement under appropriate conditions. See the What Works Clearinghouse single-case design standards and the overview of single-case experimental methods in Horner et al. (2005).

QUESTION NO: 3

Behavior that can be directly observed only by the person behaving is called.

A. covert behavior.

B. overt behavior.

C. operant behavior.

D. respondent behavior.

ANSWER: A

Explanation:

covert behavior. is correct because it refers to behavior that occurs privately and is directly accessible only to the individual engaging in it. Examples include thinking, imagining, and silently rehearsing words. Although a behavior analyst may infer private events from a person's verbal report or from observable circumstances and responding, another person cannot directly observe the private event itself. In behavior analysis, private events are not treated as nonbehavioral mental causes; rather, they are considered behavior occurring within the skin, subject to the same behavioral principles as publicly observable behavior. Their private nature creates practical limits on direct measurement and observation, so assessment typically relies on observable responses, self-report when appropriate, and environmental variables related to the behavior. The BACB's terminology distinguishes observable behavior from private events while maintaining a natural-science approach to behavior. See the BACB Ethics Code for Behavior Analysts for expectations regarding behavior-analytic services and documentation, and the BCBA Handbook for examination and certification information.

QUESTION NO: 4

Which of the following is NOT a dimension of applied behavior analysis?

A. Effective

B. Technological

C. Applied

D. Empirical

ANSWER: D

Explanation:

"Empirical" is not one of the seven named dimensions of applied behavior analysis (ABA). The foundational description of ABA identifies the dimensions as applied, behavioral, analytic, technological, conceptually systematic, effective, and capable of producing generality. Although ABA is an empirical science—meaning its procedures and claims are evaluated through systematic observation, measurement, and analysis—the term "empirical" is not itself included in that formal seven-dimension framework. The distinction matters in examination questions because the dimensions are specific labels used to evaluate whether an intervention represents high-quality applied behavior analysis. An intervention should address socially meaningful behavior, define and measure behavior objectively, demonstrate that the intervention produced behavior change, describe procedures sufficiently for replication, connect procedures to behavioral principles, produce meaningful improvement, and support durable or generalized effects. These standards originated in Baer, Wolf, and Risley's landmark article defining the field and remain a central conceptual framework for ABA practice. The original article is available through Journal of Applied Behavior Analysis; additional historical information about the journal and the field is available from the Journal of Applied Behavior Analysis.

QUESTION NO: 5

In self-control, where does the ultimate control lie? (Or, why is self-control a misnomer?)

A. With the self

B. The choice of the person

C. In the environment

D. With a contract manager

ANSWER: C

Explanation:

In the environment is correct because behavior analysis treats self-control as behavior that changes the variables affecting later behavior, rather than as control exerted by an independent inner agent. A person may engage in a response now—such as removing distracting materials, arranging a commitment, setting an alarm, or asking someone to hold a valued item—that alters the environmental contingencies associated with a future response. The initial, or controlling, response is behavior, but its effectiveness comes from the environmental changes it produces and the reinforcement or punishment contingencies those changes make available later.

Thus, "self-control" is a useful everyday label but can be misleading if it implies that a separate self is the ultimate cause of behavior. From a radical behaviorist account, both the controlling response and the behavior subsequently influenced are products of an individual's learning history and current environmental circumstances. This perspective directs practitioners to identify manipulable antecedent and consequence variables and to teach clients to arrange them effectively. The behavior-analytic emphasis on environmental variables and functional relations is consistent with the BACB's description of behavior analysis as a science focused on behavior and the environment. See the BACB overview of behavior analysis and the BCBA Test Content Outline.

QUESTION NO: 6

For which of the following would it be appropriate to measure duration?

A. Amy responds very slowly to instructions during her discrete trials teaching sessions.

B. Ethan leaves his work station and wanders around the building.

C. Sarah takes so long to begin her math assignments in class that she is never able to finish on time.

D. Ryan is trying to increase the speed of his typing at the computer keyboard.

ANSWER: B

Explanation:

"Ethan leaves his work station and wanders around the building." is appropriately measured using duration because the clinically meaningful dimension is the total amount of time the wandering episode continues. Duration recording measures the elapsed time from the onset of a behavior to its offset. For this behavior, an observer can define onset objectively, such as when Ethan moves beyond a specified boundary of his workstation, and define offset as when he returns to the workstation or another predetermined area. Recording the minutes or seconds spent away provides a direct, sensitive measure of the behavior's extent and permits comparison across observation periods, sessions, and intervention phases. This measure can guide treatment decisions by showing whether supports reduce the time Ethan spends wandering and increase time available for instruction or work. Measurement systems should be selected according to the response dimension that is most relevant to the treatment goal and should use clear operational definitions so observers record the same events consistently. The BACB's ethics requirements also emphasize behavior-analytic services that are conceptually systematic and based on data, making well-defined duration data useful for monitoring progress and adjusting intervention. See the BACB Ethics Code for Behavior Analysts and the BCBA Test Content Outline.

QUESTION NO: 7

A behavior analyst decides to replicate a published research project but finds that the information provided does not allow them to complete the project without more information from the author. The article violates which dimension of applied behavior analysis?

A. effective

B. ethical

C. conceptually systematic

D. technological

ANSWER: D

Explanation:

The correct answer is **technological**. In the seven dimensions of applied behavior analysis described by Baer, Wolf, and Risley, a technological intervention is described with enough detail that another appropriately trained person can implement it correctly from the written description. This requires clear, complete, and unambiguous specification of the relevant procedures, including such elements as the target response, materials, prompting, consequences, schedules, sequence of implementation, and measurement procedures as applicable. If a behavior analyst cannot replicate a published project without contacting the author for essential procedural details, the report has not supplied a sufficiently complete “recipe” for implementation. That deficiency directly concerns technological adequacy rather than the social importance of a target, the magnitude of behavior change, or the intervention’s conceptual relation to behavioral principles. Technological reporting supports replication, evaluation, training, and reliable dissemination of effective behavioral procedures. The foundational description of ABA’s dimensions is available in Baer, Wolf, and Risley’s article, Some Current Dimensions of Applied Behavior Analysis. The BACB’s expectations for behavior-analytic practice and documentation can also be reviewed in the BACB Ethics Codes and Enforcement Procedures.

QUESTION NO: 8

John's instructional program has successfully increased the number of words he reads correctly per minute. The procedures used include special worksheets, contingent reinforcement for number of words read correctly, and peer tutoring. The behavior analyst wants to determine which part or parts of the treatment have been effective, so he systematically dismantles the treatment and withdraws elements until the reading no longer improves.

The behavior analyst is completing a:

A. component analysis.

B. multi-element design.

C. parametric examination.

D. reversal design.

ANSWER: A

Explanation:

component analysis. is correct because the instructional program is a treatment package composed of several distinct elements: special worksheets, contingent reinforcement, and peer tutoring. Once the full package has produced improvement, the analyst systematically removes individual components to determine whether responding continues at an effective level and, therefore, which elements are necessary for the outcome. This is commonly called a dismantling component analysis: components are withdrawn from an effective package in a planned sequence so the practitioner can identify the active or necessary parts of the intervention. The result can guide a more efficient treatment by retaining the elements that contribute meaningfully to improved oral-reading fluency and eliminating unnecessary procedures. Component analyses are particularly useful when interventions include multiple procedures and the analyst needs experimental evidence about the contribution of each procedure rather than merely evidence that the full package works. In applied behavior analysis, this emphasis on demonstrating functional relations and evaluating the variables responsible for behavior change is central to experimental analysis and effective treatment selection. See the overview of single-case experimental designs from the What Works Clearinghouse and the foundational discussion of analytic behavior analysis in Journal of Applied Behavior Analysis.

QUESTION NO: 9

A narrative recording is used to clearly determine all of the following EXCEPT:

A. duration of a behavior.

B. function of a behavior.

C. presence of a particular behavior.

D. topography of undesirable behavior.

ANSWER: B

Explanation:

function of a behavior. is the correct answer because narrative recording provides a descriptive, chronological account of behavior and the environmental events occurring around it, rather than a demonstration of the variable that maintains the behavior. A practitioner can record what the person did, when it occurred, its observable form, and relevant antecedent and consequence events. These records are useful for identifying patterns and developing a tentative hypothesis about behavioral function.

However, function refers to the environmental consequence that reliably maintains behavior. Clearly determining that relation requires a functional assessment process that goes beyond narrative description and, when appropriate and feasible, includes experimental functional analysis. In an experimental functional analysis, relevant antecedent and consequence conditions are systematically manipulated to test whether behavior changes predictably. This permits a stronger demonstration of a functional relation than descriptive records alone can provide. The BACB's certification standards distinguish behavior measurement and assessment from procedures used to identify functional relations; see the BACB BCBA certification resources. The foundational experimental-functional-analysis methodology is also described by Iwata and colleagues in the Journal of Applied Behavior Analysis.

QUESTION NO: 10

A client with a history of escape maintained problem behavior begins to throw the puzzle pieces a few minutes after starting to work on the task. What is the BEST programmatic change for the behavior analyst to make?

A. Remove the puzzle and implement a time-out procedure.

B. Teach the client to request escape using an adaptive behavior.

C. Implement an overcorrection procedure to reduce puzzle piece throwing.

D. Increase the amount of social praise delivered for successful task completion.

ANSWER: B

Explanation:

Teaching the client to request escape using an adaptive behavior is the best programmatic change because the available assessment information identifies the throwing as escape-maintained. Functional communication training teaches a socially appropriate response that accesses the same outcome historically produced by problem behavior—for example, a brief break request, help request, or request to pause. The behavior analyst should define a response the client can perform reliably, teach it proactively and when early indicators of difficulty occur, and immediately honor appropriate requests according to a carefully planned schedule. Instruction can then be adjusted gradually by building tolerance for work, using clear return-to-task expectations, and thinning access to breaks while maintaining successful communication. This approach is function based, skill building, and consistent with selecting effective, least-restrictive behavior-change procedures. The BACB's Ethics Code requires behavior analysts to recommend and implement behavior-change interventions that are conceptually systematic and based on assessment results, while prioritizing clients' welfare and dignity. Functional communication training has substantial empirical support for reducing challenging behavior maintained by socially mediated reinforcement, including escape, by replacing it with an efficient communicative alternative. See the BACB Ethics Code for Behavior Analysts and this review of functional communication training research.

QUESTION NO: 11

A _____ is derived from a descriptive analysis.

A. Hypothesis

B. Statement of causation

C. Data-driven conclusion

D. Hypotenuse

ANSWER: A

Explanation:

Hypothesis is correct because descriptive analysis identifies naturally occurring patterns between behavior and environmental events, such as antecedents and consequences that reliably co-occur with the target behavior. These observational data can suggest a possible behavioral function—for example, that behavior may be related to attention, escape, access to tangibles, or automatic reinforcement—but they do not by themselves demonstrate a causal relation. Thus, the appropriate product of a descriptive analysis is a hypothesis about the variables potentially influencing behavior.

In behavior analysis, a functional behavior assessment commonly integrates interviews, rating scales, record review, and direct descriptive observation to develop a testable hypothesis. When a practitioner needs to establish whether a suspected environmental variable actually causes behavior to change, that hypothesis can be evaluated through a functional analysis or another appropriate experimental arrangement. This distinction supports data-based decision making while avoiding causal claims that exceed what descriptive observation can establish. The BACB's BCBA examination content includes using assessment information to identify variables related to behavior and to inform intervention planning. See the BACB BCBA certification resources and the foundational functional-analysis literature indexed by PubMed.

QUESTION NO: 12

During the hour immediately following meals, Bill asks for more food. Data are collected only during this hour after each meal. Which method of data collection would be MOST accurate?

A. duration recording

B. frequency recording

C. narrative recording

D. partial-interval recording

ANSWER: B

Explanation:

frequency recording is the most accurate method because Bill's asking for more food is a discrete, countable response with a clear onset and offset. The observation period is also clearly defined: the hour immediately after each meal. An observer can tally every instance of the request during that full period and report the total number of requests per hour. This produces a direct measure of how often the behavior occurs and permits meaningful comparison across meals, days, or intervention conditions.

For frequency data to be useful, the team should operationally define what counts as an ask for more food, such as a spoken request, a sign, or an exchange of a communication response, and specify how repeated requests are counted. If observation periods remain consistently one hour, raw frequency is readily interpretable. If future observation periods differ in length, the count can be converted to a rate by dividing the number of requests by the observation time. Direct event recording is recommended when each occurrence can be observed and counted reliably. See the University of North Carolina's guidance on frequency/event recording and the BACB's BCBA certification resources for the emphasis on objective measurement of behavior.

QUESTION NO: 13

Jack, a behavior analyst, is consulting about a student who engages in face slapping. A recent functional analysis clearly determined that the behavior is maintained by automatic reinforcement. In the past, reinforcement procedures alone were found to be ineffective. The current intervention consists of a punishment procedure. pulling the student's hands away from his face contingent on any attempts to slap and saying, "No!" Jack should.

A. move ahead and collect data on the plan and revise as indicated regularly.

B. refer to another behavior analyst who works with punishment only cases.

C. re-do the assessment, add a reinforcement procedure, and plan to eliminate all punishment procedures.

D. add a reinforcement procedure that focuses on replacement and/or incompatible behaviors and move forward with the plan.

ANSWER: D

Explanation:

"add a reinforcement procedure that focuses on replacement and/or incompatible behaviors and move forward with the plan." is correct because an intervention for severe automatically reinforced behavior should not rely on a response-blocking or reprimand-based consequence alone. Even when reinforcement procedures previously have not reduced face slapping sufficiently by themselves, the behavior plan should include positive reinforcement for an adaptive response or a response that is physically incompatible with face slapping. For example, reinforcement could be arranged for engaging with safe competing items, hands-down behavior, or another functionally relevant alternative that can contact reinforcement outside of face slapping. This makes the plan more comprehensive while retaining the current protective procedure if it is clinically necessary, implemented safely, and evaluated with ongoing data.

The BACB Ethics Code requires behavior analysts to select behavior-change interventions that are conceptually consistent with behavior-analytic principles and are based on assessment results, while prioritizing effective treatment and minimizing risk. A plan that combines reinforcement for meaningful alternatives with carefully monitored response interruption is consistent with these expectations, particularly when automatic reinforcement has been confirmed and prior reinforcement-only efforts were insufficient. Jack should define the replacement or incompatible response objectively, specify reinforcement contingencies, train implementers, and use continuous outcome and treatment-integrity data to determine whether face slapping decreases and adaptive responding increases. See the BACB Ethics Codes and the BACB ethics resources.

QUESTION NO: 14

A reliable measure is one that is:

A. socially valid as indicated by caregiver reports.

B. effective as evidenced by peer-reviewed journal articles.

C. trusted to be practical and to produce accurate data.

D. consistent across observers and measurement occasions.

ANSWER: D

Explanation:

A reliable measure is one that is **consistent across observers and measurement occasions.** In behavior-analytic measurement, reliability concerns the dependability and repeatability of obtained data. When the same behavior occurs under comparable conditions, a reliable measurement system yields similar results, rather than results that fluctuate substantially because of who measured, when measurement occurred, or incidental features of the observation. A central way to evaluate this aspect of measurement is interobserver agreement (IOA): two or more independent observers record behavior using the same operational definitions and measurement procedures, and their results are compared. Consistently high agreement supports confidence that the measurement procedures are being applied consistently and that the resulting data reflect the target behavior rather than idiosyncratic observer judgment. Reliability can also involve stability across repeated measurement occasions when the relevant conditions have not meaningfully changed. Clear, observable

operational definitions, observer training, and ongoing IOA checks help establish and maintain reliable behavioral measurement. The BACB's supervision and fieldwork standards specifically identify measurement and data display, including interobserver agreement, as essential behavior-analytic competencies. See the BCBA Test Content Outline (6th ed.) and the BACB Ethics Code resources.

QUESTION NO: 15

An experimental design that starts with a baseline phase, followed by a treatment phase, then another baseline phase, and ends in the same type of treatment phase is called a (n):

A. ABA design.

B. reversal design.

C. multi-element design.

D. multiple baseline design.

ANSWER: B

Explanation:

reversal design. is correct because the stated phase sequence is A-B-A-B: an initial baseline (A), introduction of an intervention (B), withdrawal or reversal of that intervention to return to baseline conditions (A), and reintroduction of the intervention (B). This repeated, systematic change in conditions permits the behavior analyst to evaluate whether responding changes predictably when the intervention is introduced, removed, and introduced again. When behavior improves during each treatment phase and shifts toward its prior baseline level when treatment is withdrawn, the replicated pattern strengthens the demonstration of a functional relation between the intervention and the target behavior.

In applied behavior analysis, reversal designs are a family of single-case experimental designs defined by this logic of comparing behavior across successively implemented and withdrawn conditions. An A-B-A-B arrangement is especially useful because the final treatment phase both replicates the treatment effect and leaves the effective intervention in place at the conclusion of the evaluation, when doing so is clinically appropriate and withdrawal can be conducted safely and ethically. Additional background on single-case experimental design logic is available from the What Works Clearinghouse Single-Case Design Standards and the NCBI overview of single-case research designs.

QUESTION NO: 16

What is the MOST important measure of behavior when the goal is to decrease the number of cigarettes smoked per day?

A. duration per cigarette

B. inter-response time

C. percentage

D. rate

ANSWER: D

Explanation:

rate is the most important measure because the target outcome is the number of cigarettes smoked within a defined, consistent period: one day. Rate expresses a response count in relation to time, such as cigarettes per day, and therefore directly represents the behavior-change goal. Recording this measure each day permits meaningful comparison across baseline and intervention periods, makes reductions readily visible on a graph, and supports objective decisions about whether the intervention is producing a clinically meaningful decrease.

In applied behavior analysis, response measurement should match the dimensional quantity specified by the goal. When the relevant concern is how often a discrete response occurs during a standard observation period, counting occurrences and expressing them as a rate is appropriate. For cigarette smoking, each cigarette can be operationally counted as an instance

of the response, and daily rate data can show both immediate changes and longer-term maintenance. If daily observation periods differ, converting the count to a time-based rate still allows fair comparison. BACB's BCBA certification materials identify measurement and data display as foundational behavior-analytic skills; see the BACB BCBA certification information and the BCBA Test Content Outline.

QUESTION NO: 17

In behavior analysis, the _____ is usually _____.

A. Independent variable; a measure of behavior

B. Dependent variable; a measure of behavior

C. Baseline measure; unrelated to the behavior

D. Independent variable; implemented before the baseline measure

ANSWER: B

Explanation:

The dependent variable is usually a measure of behavior. In applied behavior analysis, the dependent variable is the behavior or outcome that is observed and measured to determine whether it changes when environmental events are arranged. Measurement may involve dimensions such as frequency, rate, duration, latency, interresponse time, or permanent product, selected according to the nature of the socially significant behavior being evaluated. Defining the dependent variable objectively and measuring it consistently permits a practitioner to evaluate progress and make data-based treatment decisions. This is central to the BACB's expectation that behavior analysts use ongoing measurement and visual analysis of data to assess the effects of behavior-change procedures. For example, if intervention targets reducing aggression, the dependent variable might be the frequency or rate of operationally defined aggression during specified observation periods. The measurement data provide the evidence used to judge whether meaningful behavior change has occurred. The independent variable, by contrast, is the environmental manipulation or intervention whose effects are assessed through changes in the measured behavior. See the BACB's BCBA Test Content Outline and the Ethics Code for Behavior Analysts.

QUESTION NO: 18

To address hitting others, two procedures were compared, differential reinforcement of incompatible behavior and time-out. The outcomes were examined within and across subjects. A withdrawal design was employed. The BEST response measure to use in this study is frequency of:

A. the incompatible behavior.

B. being sent to time-out.

C. hitting others.

D. reinforcer delivery.

ANSWER: C

Explanation:

The best response measure is frequency of hitting others because hitting is the socially significant target behavior that both intervention procedures are intended to reduce. In a withdrawal design, the investigator repeatedly introduces and withdraws an intervention to evaluate whether changes in the dependent variable reliably covary with those condition changes. Measuring each occurrence of hitting provides a direct, objective measure of the behavior targeted for treatment and permits meaningful comparisons of the effects of differential reinforcement of incompatible behavior and time-out within and across participants.

Frequency is especially appropriate when individual responses have a clear beginning and end, can be counted reliably, and the observation periods are comparable or can be converted to rate when durations differ. Recording the number of hits during each observation session allows the analyst to graph the target response across baseline, intervention, withdrawal, and reintroduction phases. This measurement supports visual analysis of level, trend, variability, immediacy of effect, and replication of effects—the core features used to demonstrate experimental control in single-case withdrawal designs. The BACB's examination content framework includes selecting and using measurement procedures that directly match the behavior and assessment purpose. See the BACB BCBA certification information and the BACB Ethics Code for Behavior Analysts.

QUESTION NO: 19

Which situation is the BEST example of contingency-shaped behavior?

A. A task analysis is used to teach Lilly how to clean her room.

B. Dean is able to change the scale on a computerized graph after reading "how to" instructions.

C. Billy's mother tells him not to touch the stove because he could burn himself. Billy does not touch the stove.

D. Jennifer sees a candy bar and she mands for it. Jennifer's sister gives her the candy bar and she eats it.

ANSWER: D

Explanation:

"Jennifer sees a candy bar and she mands for it. Jennifer's sister gives her the candy bar and she eats it.

" is the best example because the relevant response—requesting the candy bar—contacts its consequence directly. Jennifer emits a mand, and the stated reinforcer, access to the candy bar, follows immediately as a result of that response. This direct response–consequence relation is the defining feature of contingency-shaped behavior: behavior is selected and maintained through an individual's contact with reinforcement or punishment contingencies, rather than primarily through a verbally stated rule or instruction. If requesting has produced access to desired items in the past, that history of reinforcement makes a future mand in the presence of a desired candy bar more likely. The example also fits the behavioral account of a mand: it is verbal behavior under motivating operations and reinforced by a specific consequence that corresponds to what was requested. The candy bar is valuable at that moment, Jennifer requests it, and receiving it supplies the consequence that can strengthen that response class. This arrangement demonstrates learning through the experienced contingency itself. See the discussion of contingency-shaped versus rule-governed behavior in Journal of Applied Behavior Analysis and an overview of verbal operants, including mands, from the National Library of Medicine.

QUESTION NO: 20

The reinforcement schedule that produces a high steady rate of responding is:

A. FI.

B. FR.

C. VI.

D. VR.

ANSWER: D

Explanation:

VR is correct. A variable-ratio schedule delivers reinforcement after an unpredictable number of responses, with the specified ratio representing the average number of responses required. Because each response may be the one that produces reinforcement, responding tends to occur at a high, relatively stable rate. This pattern is especially likely when the response requirement is reasonable and reinforcement is effective for the individual. In applied behavior analysis, variable-ratio schedules are commonly used to maintain fluent responding after a skill has been established, while making

reinforcement less predictable than it would be under a continuous or fixed schedule. The relation between reinforcement schedules and response patterns is a foundational finding in the experimental analysis of behavior: ratio schedules generally produce higher response rates than interval schedules, and the variability of the requirement reduces the postreinforcement pause often seen when the requirement is fixed. The BACB's current task list includes selecting and arranging reinforcement contingencies and evaluating their effects on behavior, which requires understanding these schedule-performance relations. See the BCBA Test Content Outline (6th ed.) and Cooper, Heron, and Heward's Applied Behavior Analysis.

QUESTION NO: 21

One of the basic requirements for staff training is that the:

A. completion of training should be based on the demonstrated competency of the staff.

B. skills should be measured only upon the completion of training.

C. training should be accomplished by observation followed by a question-and-answer session.

D. underlying competency-based principles should be taught.

ANSWER: A

Explanation:

Completion of training should be based on the demonstrated competency of the staff. is correct because effective behavior-analytic staff training is performance based: staff members must demonstrate that they can implement the relevant procedures accurately and safely, rather than merely attend training or complete a specified amount of instructional time. Competency is established through direct assessment of the skills that will be used in practice, such as implementing intervention steps as written, collecting and graphing data accurately, responding appropriately to client behavior, and following ethical and safety requirements. Assessment may include observation, performance checklists, role-play, behavioral skills training, and feedback with additional practice until mastery criteria are met. This approach protects clients and supports treatment integrity because services are delivered by personnel who have shown they can perform the assigned tasks. It also allows supervisors to individualize training and provide remedial instruction when performance data show a need. The BACB Ethics Code requires behavior analysts who provide supervision and training to ensure that supervisees are competent to perform delegated activities and to evaluate the effects of supervision and training. See the BACB Ethics Information page and the Ethics Code for Behavior Analysts.