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Question: 1441

A parent praises a child each time the child ties their shoes independently, and the child increases shoe-tying behavior. What type of conditioning explains this behavior change?

A. Respondent conditioning
B. Respondent extinction
C. Operant conditioning
D. Stimulus control

Answer: C

Explanation: Operant conditioning involves increasing a behavior using reinforcement, such as praise, contingent on the behavior occurring.

Question: 1442

During a supervision session with a diverse group of trainees, a Behavior Analyst notices that the training materials on functional assessment primarily feature case examples from urban, middle-class demographics. To apply culturally responsive activities, what adjustment should the Behavior Analyst implement?

A. Supplement the materials with case studies from varied ethnic and socioeconomic backgrounds, followed by group discussions on adapting procedures to cultural contexts.
B. Require trainees to memorize the standard examples as they represent core competencies.
C. Assign additional reading on cultural competence without modifying the primary examples.
D. Conduct the session as planned, assuming trainees will generalize the principles independently.

Answer: A

Explanation: Culturally responsive supervision involves tailoring activities to reflect diversity, promoting inclusive learning. Supplementing with diverse examples and facilitating discussions enhances trainees' ability to apply behavior analysis inclusively, addressing equity in professional development.

Question: 1443

During a parametric analysis of prompting levels, a Behavior Analyst gradually shifts from full physical to gestural prompts. The goal is to identify the minimal effective prompt level. What feature of parametric analysis is most relevant here?

A. Staggering prompt introduction across participants
B. Comparing effects of prompts versus reinforcement
C. Rapid alternation of prompting conditions within sessions
D. Systematic manipulation of treatment intensity to find optimal level

Answer: D

Explanation: Parametric analysis involves systematic changes to treatment parameters—in this case prompt levels—to find the lowest intensity that still produces desired behavior.

Question: 1444

A Behavior Analyst evaluates the cultural competence of their practice. Which is the MOST comprehensive indicator of culturally responsive service delivery?

A. Use of cultural demographics in client records
B. Client satisfaction and outcomes incorporating cultural context and individualized practices
C. Staff training certificates on cultural competence
D. Availability of multilingual brochures at the clinic

Answer: B

Explanation: Positive client outcomes and satisfaction that acknowledge cultural context demonstrate true cultural competence beyond surface-level indicators.

Question: 1445

Post-9-month probe for habit reversal training on nail-biting in a 15-year-old with OCD, competing response (fist clench) occurs at 7.2/min during exams (stress HR 95 bpm), biting at 0.4/min. No cues. This is?

A. Conditioned MO for self-control
B. Stimulus generalization to test anxiety
C. Response generalization in clench duration
D. Response maintenance under academic stress

Answer: D

Explanation: Response maintenance is competing response persistence replacing target after treatment withdrawal over time, even under stressors.

Question: 1446

A Behavior Analyst promotes stimulus generalization for a 10-year-old client, Liam, who manding "water" only in therapy room with blue cup. Procedure: Train with 5 cup colors/types across 3 rooms, using multiple exemplar training (MET) with varying prompts. Response generalization targeted via synonyms ("thirsty," "drink"). After 15 sessions, Liam requests water with novel cups in hallway (stimulus gen: 70%) but uses only "water" (response: 20% novel mands). Probes show 90% in trained settings. To enhance both, what procedure is designed?

A. Indiscriminable contingency with delayed reinforcement and common stimuli across settings
B. Programming common stimuli like room echoes and reinforce response variability on VR-4
C. Loose training with varying S-deltas and self-monitoring of novel responses
D. General case programming with matrix training for cup variations and mand topographies

Answer: D

Explanation: General case programming teaches a representative sample of stimuli (cup variations across settings) to promote broad stimulus generalization, while matrix training systematically recombines elements (e.g., cup types x locations x mand forms) to foster emergent relations, addressing low response generalization by generating novel mands through untrained combinations.

Question: 1447

A Behavior Analyst conducts a brief functional analysis to test hypotheses about aggression maintaining variables by alternating conditions every 5 minutes in a double alternating design. What key limitation of this design must the analyst consider?

A. Requires large sample size for validity
B. Difficulty in baseline data collection
C. Risk of carryover effects between conditions
D. Unable to detect idiosyncratic functions

Answer: C

Explanation: Rapid alternation in brief functional analysis designs can produce carryover effects where prior conditions influence subsequent behavior, complicating interpretation.

Question: 1448

During the interpretation of assessment data, the Behavior Analyst identifies that challenging behavior is negatively reinforced by escape. What behavior-change strategy is most aligned with this function?

A. Delivering attention contingent on behavior
B. Increasing access to preferred tangibles noncontingently
C. Implementing time-out procedures immediately after behavior
D. Providing escape extinction combined with teaching manding skills

Answer: D

Explanation: Escape extinction prevents behavior from producing escape, while teaching appropriate manding offers functional communication as an alternative behavior.

Question: 1449

In a task analysis, a Behavior Analyst measures the latency between steps. The data shows latency

decreasing logarithmically across trials. How should the Behavior Analyst interpret these results?

A. Data is unreliable due to variability
B. Client is not responding
C. Client is becoming faster through practice
D. Interresponse times are increasing

Answer: C

Explanation: A decreasing latency pattern suggests learning and improved efficiency as the client progresses through the task steps.

Question: 1450

In designing modeling for social skills, the Behavior Analyst selects a peer model for a group of 5 adolescents with ASD to demonstrate turn-taking in board games. Procedure: 3 demonstrations per game type, with verbal rules ("Wait for your turn") and immediate SR+ (group praise). Evaluation: Pre/post imitation probes show 60% increase, but only 40% in novel games. To enhance, add fading of model prompts. What aspect of modeling is key?

A. Live modeling with rule integration for observational learning
B. Video self-modeling for repeated exposure and self-efficacy
C. Peer modeling with group contingencies for social reinforcement
D. Scripted modeling with generalization probes across games

Answer: D

Explanation: Scripted modeling provides structured demonstrations with embedded rules, facilitating imitation and rule-governed behavior. Generalization probes across novel games evaluate if the skill emerges in untrained contexts, allowing the Behavior Analyst to refine fading for sustained performance.

Question: 1451

During a functional analysis of problem behavior for a 15-year-old adolescent with intellectual disability, the analyst implements concurrent differential reinforcement schedules: DRA for attention (VR 6 social interactions) competes with problem behavior maintained by escape (FR 3 task removal). Response allocation data over 10 sessions yield $R_{problem} / R_{DRA} = 0.4$, with $r_{escape} = 20$/min and $r_{attention} = 10$/min. Fitting the matching law with $a = -0.7$ (negative sensitivity from nonlinear regression), compute bias b from $\log(R_{problem} / R_{DRA}) = a * \log(r_{escape} / r_{attention}) + b$. If $b = -0.2$, how can the matching law interpret the persistent problem behavior allocation despite lower rates?

A. Bias against DRA due to historical contingency pairings, promoting escape as default in multi-operant classes
B. Undermatching across operants, indicating averaging errors in functional analysis data pooling
C. Overmatching to escape, driven by immediacy in FR schedules overriding rate disparities
D. Matching to rates, with negative a reflecting reduced sensitivity in escape-maintained behaviors

Answer: B

Explanation: log(r_escape / r_attention) = log(2) ≈ 0.3010, a = -0.7 yields a * 0.3010 ≈ -0.2107; observed log(0.4) ≈ -0.3980, so b ≈ -0.3980 - (-0.2107) = -0.1873 ≈ -0.2. Negative b indicates bias against problem behavior (favoring DRA), but persistent allocation suggests undermatching (less extreme than predicted R_problem / R_DRA = 2^{-0.7} ≈ 0.615), attributable to session-by-session averaging artifacts in functional analyses, where transient states cause deviations, per recent BACB guidelines on interpreting multi-element designs via matching law.

Question: 1452

A child receives continuous verbal praise when spontaneously labeling colors. To transfer stimulus control to the verbal stimulus “What color is this?” the Behavior Analyst introduces:

A. A discriminative stimulus preceding the opportunity to respond
B. An S-delta to reduce errors
C. A motivating operation manipulation
D. A fixed interval reinforcement schedule

Answer: A

Explanation: The verbal instruction “What color is this?” functions as an S^D signaling reinforcement availability contingent on a correct response, thus transferring stimulus control. Motivating operations modulate reinforcer effectiveness but do not establish discrimination directly. S-deltas reduce responding; fixed interval schedules control reinforcement timing.

Question: 1453

A learner receives reinforcement only when a spoken command is presented at 75 decibels but not at 50 decibels. This difference results in:

A. Generalization across stimulus dimensions
B. Respondent extinction
C. Stimulus discrimination
D. Extinction burst

Answer: C

Explanation: Differential reinforcement based on stimulus intensity leads to stimulus discrimination along the intensity dimension.

Question: 1454

In a reversal design distinguishing from changing criterion, phases alternate baseline (10 steps/week), full chaining (30 steps), reversal (12), reintroduction (32), vs. criterion shifts (10 to 20 to 30). The reversal's

application shows:

A. Staggered chains across environments.
B. Gradual increases without withdrawal for ethical chaining.
C. Alternations within sessions for rapid feedback.
D. Return to baseline upon withdrawal, confirming contingency over progressive shaping.

Answer: D

Explanation: Reversal demonstrates control via phase-specific changes (12 steps on withdrawal vs. 32 on reintroduction), unlike changing criterion's unidirectional shifts (10-30) for shaping, critical when withdrawal is feasible and informative.

Question: 1455

In a study, behavior resistance to extinction is demonstrated when responding after a series of high reinforcement rates. This increased persistence is predicted by:

A. Matching law considerations in concurrent schedules
B. Delay discounting in operant conditioning paradigms
C. Differential reinforcement of alternative behavior
D. Behavioral momentum theory with reinforcer rate as a parameter

Answer: D

Explanation: Behavioral momentum theory predicts that response persistence during extinction is positively related to prior reinforcement rates, showing the analogy with physical momentum.

Question: 1456

For aggression (positive punishment: verbal reprimand + brief restraint), client, Logan, shows SIB increase (elicited effect). Emotional: Fear avoidance of therapist (measured via proximity latency). Adjust: Fade restraint, add DRI. Why evaluate?

A. Prevents counter-control; ensures no new problem behaviors emerge
B. Monitors side effects; reprimand may evoke anxiety, requiring balance
C. Assesses functional equivalence; restraint as negative punishment alternative
D. Tracks emotional responding; fear as elicited respondent conditioning

Answer: B

Explanation: Punishment can elicit fear or aggression; evaluating via latency/proximity ensures ethical use, fading aversives while adding DRI mitigates side effects, maintaining behavior reduction without emotional harm.

Question: 1457

A new stimulus resembling a conditioned stimulus is presented, but the conditioned response does not occur. What is this phenomenon?

A. Stimulus generalization
B. Extinction
C. Stimulus discrimination
D. Operant extinction

Answer: C

Explanation: Stimulus discrimination occurs when a conditioned response does not generalize to stimuli that resemble the conditioned stimulus.

Question: 1458

During a DRO intervention to reduce vocal stereotypy, which concurrent procedure improves effectiveness?

A. Reinforcement for vocal stereotypy
B. Extinction for vocal stereotypy
C. Ignoring alternative appropriate vocalizations
D. Delivering attention on fixed-time schedules independent of behavior

Answer: B

Explanation: Extinction for the targeted behavior alongside DRO increases effectiveness by withholding reinforcement for the problem behavior while reinforcing absence.

Question: 1459

A Behavior Analyst implements a multiple probe design for teaching language skills and notices delays between criterion changes and behavior improvement. What is the best course of action to maintain experimental rigor?

A. Add continuous baseline measurement instead of probes
B. Shorten criterion levels during intervention phases
C. Increase frequency of probing during baseline phases
D. Extend maintenance phases without changes in criterion

Answer: C

Explanation: Increasing probe frequency can help detect when behavior changes relative to criterion adjustments, ensuring accurate verification of intervention effects despite delays.

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