

Mock Exam Answer Key

Section A: Measurement (1–10)

1. **A** – Continuous measurement records every instance of a behavior (e.g., every time a child hits).
2. **B** – Duration measures how long a behavior lasts (e.g., a 5-minute tantrum).
3. **B** – Latency is the time between the SD and when the behavior starts.
4. **C** – Partial interval marks behavior if it occurs at any point during the interval.
5. **C** – IOA ensures two observers agree, improving data reliability.
6. **C** – Frequency is a count of how many times a behavior happens.
7. **B** – A stopwatch is used to measure duration, like timing how long a behavior lasts.
8. **B** – Data collection shows whether interventions are working.
9. **C** – Partial interval checks if behavior occurred at all during the interval.
10. **B** – Whole interval recording requires the behavior to happen the entire interval, so it may miss brief behaviors.

Section B: Assessment (11–20)

1. **B** – A preference assessment finds what a client enjoys, which helps identify reinforcers.
2. **A** – Conducting preference assessments helps tailor reinforcement to the learner's interests.
3. **C** – MSWO allows for ranking items by presenting them and not replacing selected ones.
4. **C** – Indirect assessments involve tools like interviews, not direct observation.
5. **D** – Major behavior changes must be communicated to a supervisor.
6. **B** – RBTs assist with, but don't analyze, assessment results.
7. **A** – A functional assessment finds the reason (function) behind behavior.
8. **C** – ABC data tracks what happens before (A), during (B), and after (C) a behavior.
9. **C** – Skill assessments test what a learner can already do.
10. **D** – RBTs don't interpret results; that's the supervisor's role.

Section C: Skill Acquisition (21–45)

1. **B** – DTT involves clear instruction, response, and consequence.
2. **C** – Naturalistic teaching occurs during everyday routines.
3. **C** – Chaining teaches behaviors step-by-step in a sequence.
4. **B** – A task analysis breaks a complex skill into manageable steps.
5. **C** – Prompts help a learner respond correctly.
6. **A** – Least-to-most prompting starts with minimal support.

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CO Houle



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