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Evaluation of Token Economies as Effective Behavior Strategies for Early Learners

1. What type of learning process shapes behavior over time?

- A. Cause and Effect
 - B. Operant Learning
 - C. Repetitive Learning
 - D. Environmental Effects
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2. What behavior function is more likely to result in a false positive?

- A. Attention
 - B. Escape
 - C. Automatic
 - D. Access to Tangible
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3. What does FBA stand for?

- A. Functional Behavior Alternative
 - B. Functions of Behavior Assessed
 - C. Functional Behavior Assignments
 - D. Functional Behavior Assessment
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4. What factor best describes automatically reinforced behavior?

- A. They are socially mediated
 - B. They occur when the individual is alone
 - C. They never involve sensory input
 - D. They are easy to intervene
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5. What are the two components of function based treatment?

- A. Extinction and Punishment
 - B. Negative reinforcement paired with positive reinforcement
 - C. Extinction and replacement behavior
 - D. Behavior function and intervention
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6. What is extinction?

- A. The process in which behaviors reduce on their own
 - B. The process of withholding reinforcement
 - C. The point at which we remove the intervention
 - D. A reinforcement strategy
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7. Which of the following is a benefit of noncontingent reinforcement?

- A. It is used independently to replace the need for more than 1 intervention strategies
 - B. It helps by reducing the motivating operation of the problem behavior
 - C. It allows the learner to access reinforcement as soon as they perform a skill
 - D. Non-contingent reinforcement teaches learners that reinforcement will not be accessible when a problem behavior occurs
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8. What are the two forms of differential reinforcement reviewed in the course?

- A. There was one, DRA
 - B. DRA and DRI
 - C. DRI and DRL
 - D. DRO and DRA
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9. What does DRA stand for?

- A. Differential Reinforcement of Alternative Behavior
 - B. Differential Reinforcement of Altering Behavior
 - C. Distinctly Reinforcing Appropriate Behavior
 - D. Disconnecting Reinforcement and Access
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10. For what learners would a DRO be most effective?

- A. Those with a large repertoire of skills
 - B. Learners who display 1 specific problem behavior infrequently
 - C. Learners with high rates of problem behaviors and a small repertoire of skills
 - D. All learners benefit equally
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11. What are the effects of FCT on the motivating operation?

- A. The Motivating operation decreases
 - B. Nothing, the motivating operations stays the same
 - C. The FCT helps replace the motivating operation with something more appropriate
 - D. FCT uses the existing motivating operation within the process
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12. What type of reinforcer is a token after pairing?

- A. Conditioned
 - B. Non-contingent
 - C. Functional
 - D. Behavioral
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13. What is one component of a strong behavior definition?

- A. The definition describes topography and biography
 - B. The definition is short in length
 - C. The definition is objective in nature
 - D. The definition can be interpreted in various ways
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14. Why should tokens be something that are not in the everyday environment?

- A. They become a reinforcer for access
 - B. It will reduce their value as a reinforcer
 - C. It will cause the practitioner to run out
 - D. They lose all value and need to be replaced
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15. How should you go about choosing the tokens?

- A. They should be something that the learner is highly motivated by to skip the phase of pairing
 - B. They should be something that can be found in all environments to reduce the need for transportation of the system
 - C. They should be durable and easily accessible
 - D. They should be cumbersome and large so the learner notices them
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16. Can you use themes of interest within the token economy?

- A. Yes, because it can increase the effectiveness
 - B. No, because they will be a distraction
 - C. Yes, but only if the theme is school appropriate
 - D. No, because themes have no effect on the system and are a visual distraction
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17. What is a backup reinforcer?

- A. Backup reinforcers are those which you can use in the event that the tokens chosen seem to have no effect
 - B. They are the reinforcer you plan to fade the system to in the future
 - C. They are the reinforcers that are available in the community when you do not have access to the usual menu of options
 - D. Backup reinforcers are the items or activities the learner can exchange tokens for
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18. Choose the best description of a token exchange ratio

- A. The number of tokens that should be delivered in a period of time
 - B. The amount of tokens the learner can keep without needing to exchange
 - C. The ratio of appropriate behaviors which must occur in a specific time period in order to receive a token for reinforcement
 - D. The criteria for when and how tokens can be exchanged
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19. How many tokens must the learner have in order to exchange them?

- A. The average is 10
 - B. It will depend on the criteria set in the token economy plan
 - C. No more than 25
 - D. As many as they choose, learners can have control over how often they choose to exchange
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20. What type of procedure is token removal?

- A. Positive punishment
 - B. Negative punishment
 - C. Positive reinforcement
 - D. negative reinforcement
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21. What is another term for token removal?

- A. Response cost
 - B. Reinforcement removal
 - C. Cost contingency
 - D. Behavior Cost System (BCS)
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22. Why do tokens need to be paired as conditioned reinforcers?

- A. To speed up the learning process
 - B. To reduce the likelihood that response cost is needed
 - C. Because they hold now reinforcing values on their own
 - D. In order to find the most effective pairing
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23. How long should the paired training phase last?

- A. Until the learner understands the system
 - B. Up to 60 minutes, then repeated daily
 - C. No longer than 30 minutes
 - D. If it cannot be achieved within an hour, the system should be modified
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24. What type of agreement should be reviewed?

- A. Monthly
 - B. Behavior definition
 - C. Behavior contract
 - D. Interobserver
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25. What can you do if the system does not seem to be working?

- A. Start over with a new system
 - B. Observe and confirm it is being implemented correctly
 - C. Choose a different theme and token
 - D. Ask the caregivers why
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26. How can you tell if the system is effective?

- A. Look to see if the problem behavior is reducing
 - B. Count how many tokens are delivered every 5 minutes
 - C. Compare the initial data to the current data
 - D. Based on the items that the learner exchanges for
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27. What should you do if regression occurs?

- A. Present the child two tokens at a time
 - B. Try to increase the number of tokens needed to exchange
 - C. Consider returning to a denser schedule of reinforcement
 - D. Change the system as this one was not the most effective
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28. What does it mean if the system is too intrusive?

- A. It gets in the way of items on the table
 - B. It is a distraction to peers
 - C. It is noticeable by strangers in public
 - D. It requires too much effort from the caregiver
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29. What is regression?

- A. Regression occurs when a child who has learned a skill no longer demonstrated the ability to do what they previously had learned
 - B. Regression is the process of slowly fading out the token economy in order to replace it with a new one
 - C. Regression is the side effect of a new problem behavior emerging
 - D. Regression only occurs after extinction, when the behavior no longer occurs.
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30. How can you promote generalization?

- A. By prompting the client to save their tokens for longer
 - B. By trying new systems to replace the old when it stops working
 - C. By giving the system to new people to see if it can be followed
 - D. By thinning the schedule of reinforcement as the replacement behavior improves
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