**Module .58: Supporting People with Autism Across the Lifespan**

**Feedback Questions**

**Chapter 1: Feedback Questions**

1. T/F The Diagnostic and Statistical Manual of Mental Disorders (DSM) is a book on mental health and brain-related conditions and disorders, it is the guide that health providers use for diagnosis.

2. T/F Doctors use a blood test to diagnose autism.

3. T/F About 1 in 36 children have been identified with autism.

4. T/F Children usually grow out of autism.

5. T/F Most people with Autism prefer structure and routine in their environment.

6. T/F There is one treatment that works for all people with autism.

7. T/F The term Asperger Syndrome is no longer used as a diagnosis; it is now classified under Autism Spectrum Disorder (ASD)

8. T/F There is one single cause of autism, making it easy to prevent.

9. T/F People cannot be diagnosed with autism as adults.

10.T/F People with autism can become overloaded with too much sensory input and have difficulty processing all the information they receive.

11. Autism Spectrum Disorder includes:

a. Deficits in social communication and social interaction

b. Restricted repetitive behaviors, interests, and activities

c. Institutionalization at an early age

d. a and b

12. Research suggests all of the following are true EXCEPT:

a. Autism develops from a combination of genetic and environmental influences.

b. Everyone exposed to the risks will develop autism.

c. Changes in certain genes increase the risk that a child will develop autism.

d. Autism tends to run in families.

13. Diagnosing children with ASD as early as possible is important

a. so funding targeted for autism gets distributed.

b. because state institutions fill up and children need to get on a list for services.

c. to make sure children get the services and supports they need.

d. for research purposes.

14. Which of the following are examples of social communication and social interaction characteristics that may flag a concern during a child’s pediatric wellness check?

\_\_\_\_\_ Pretends to be Batman at age 3.

\_\_\_\_\_ Avoids or does not keep eye contact.

\_\_\_\_\_ Does not respond to name by 9 months of age.

\_\_\_\_\_ Cries when held by strangers at 9 months of age.

\_\_\_\_\_ Uses few or no gestures, such as waving goodbye, by one year old.

15. Which of the following are examples of restricted or repetitive behaviors and interests related to autism?

\_\_\_\_\_ Repeats what they hear others say (Echolalia).

\_\_\_\_\_ Flaps hands, flicks fingers, spins in circles.

\_\_\_\_\_ Likes to have change in regular routine.

\_\_\_\_\_ May focus on parts of an object (i.e., wheels).

\_\_\_\_\_ Prefers objects to be in a messy pile instead of lined up in a row.

16. Which of the following might be difficult for a person with autism during a social interaction?

\_\_\_\_\_ Understanding non-verbal communication.

\_\_\_\_\_ Remembering their own name.

\_\_\_\_\_ Making eye contact.

\_\_\_\_\_ Seeing others point of view.

17. What are four common conditions that co-occur with autism?

 a.

 b.

 c.

 d.

18. What are the three areas of development most affected by autism?

 a.

 b.

 c.

19. Explain or give an example of repetitive or rigid *language* that is often seen in people with autism.

20. What are three common behavioral characteristics of autism?

 a.

 b.

 c.

**Chapter 2: Feedback Questions**

1. T/F When people are taught more effective ways to communicate their needs, it is likely their challenging behaviors will decrease, and appropriate communication will increase.

2. T/F Medication intervention should be tried before environmental and behavior approaches are considered.

3. T/F Sensory integration is the vision we have without corrective eyeglasses.

4. T/F Applied Behavioral Analysis (ABA) encourages desired behaviors and discourages undesired behaviors.

5. T/F People who do not have effective ways of communicating might use inappropriate or challenging behaviors to communicate what they want or need.

6. T/F DSPs are responsible for deciding which intervention will be used.

7. T/F The risks of each intervention will be the same for each person.

8. T/F People with autism may have difficulty transferring skills from one situation to another.

9. T/F When a person doesn’t generalize skills from one setting to another, it’s important to teach skills in the settings where they will be used.

10. Which of the following is NOT an effective communication tip with people who have autism?

a. Use pictures or written communication along with spoken language.

b. Avoid open-ended or rhetorical questions.

c. Ignore a person if he or she is not making eye contact.

d. Support people to take turns in conversation.

11. During the functional analysis \_\_\_\_\_\_\_.

a. only ABC data is collected.

b. data is collected in various settings.

c. direct observations are never used.

d. DSPs make decisions about what data to collect.

12. Pivotal Response Training \_\_\_\_\_\_\_\_\_

a. can only be done be certified teachers.

b. does not use natural reinforcement.

c. takes place in natural settings.

d. targets only one specific behavior.

13. Match the category of intervention to the correct example.

A. Behavioral

B. Developmental

C. Educational

D. Social-Relational

E. Pharmacological

F. Psychological

G. Complementary and Alternative

 \_\_\_\_\_ Setting a boundary around a learning station

 \_\_\_\_\_ Social Stories

 \_\_\_\_\_ Applied Behavior Analysis

 \_\_\_\_\_ Cognitive Behavior Therapy

 \_\_\_\_\_ Occupational Therapy

 \_\_\_\_\_ Medication

 \_\_\_\_\_ Herbal Supplements

14. Which of the following communication tips would be helpful to share with law enforcement or others assisting in a search for a missing person who has autism:

\_\_\_\_\_ Do not try to stop repetitive behaviors.

\_\_\_\_\_ Expect immediate responses to questions.

\_\_\_\_\_ Talk loudly and quickly.

\_\_\_\_\_ Minimize sirens and flashing lights.

\_\_\_\_\_ Do not touch or restrain unless necessary for safety.

15. What is the purpose of completing a functional behavior analysis?

16. Explain the concept of generalization.

17. What are two examples of visual supports that can help with communication and build language skills?

 a.

 b.

18. What is sensory integration or sensory processing?

19. What is our body’s tactile system responsible for?

20. Describe what people who have sensory challenges may experience.

**Chapter 3: Feedback Questions**

1. T/F Autism cannot be diagnosed in children before the age of five.

2. T/F Early intervention programs help children gain the basic skills that they usually learn in the first 2 years of life.

3. T/F Standardized tests used in schools aren’t the best measure of potential for students with autism.

4. T/F Lasting friendships between people with and without Autism usually occur naturally.

5. The concept that students with autism should have access to typical homerooms, general education classes, school clubs, and extracurricular activities is called \_\_\_\_\_\_\_\_\_.

a. fading

b. physical assistance

c. early intervention

d. inclusion

6. Which of the following suggestions would help to ensure the best outcomes for inclusion in general education settings for students with autism? (check all that apply)

\_\_\_\_\_ Provide training to educators.

\_\_\_\_\_ Use only regular classroom teachers.

\_\_\_\_\_ Set the tone for acceptance of all students.

\_\_\_\_\_ Use peer-support programs.

\_\_\_\_\_ Have all students follow the same schedule.

7. While each person is unique, it is common for students with autism to have which of the following learning characteristics. (check all that apply)

\_\_\_\_\_ Cope well with changes in routine or environment.

\_\_\_\_\_ Difficulty generalizing skills.

\_\_\_\_\_ Delays in processing information.

\_\_\_\_\_ Exceptional skills in specific areas.

\_\_\_\_\_ Works well in a noisy and loud environment.

8. Which of the following teaching tips would be helpful for teachers to do with students who have autism? (check all that apply)

\_\_\_\_\_ Give advance notice for changes in the environment or routine.

\_\_\_\_\_ Avoid verbal overload.

\_\_\_\_\_ Provide a quiet, calming place for the person to go when stressed.

\_\_\_\_\_ Use only verbal instruction.

\_\_\_\_\_ Use nicknames such as ‘pal’ or ‘buddy’.

9. Matching (some terms may be used more than once)

a. Free and Appropriate Public Education (FAPE)

b. Individuals with Disabilities Education Act (IDEA)

c. Least Restrictive Environment (LRE)

d. Inclusion

e. Individual Education Plan (IEP)

f. Early Education Programs

\_\_\_\_\_ Passed in 1990, helped make schools more inclusive and effective in educating students with disabilities.

\_\_\_\_\_ Describes a student’s school education plan and services required to meet their goals.

 \_\_\_\_\_ Helps children gain the basic skills that are usually learned in the first 2 years.

 \_\_\_\_\_ Guarantees a free and appropriate education for every child with a disability.

\_\_\_\_\_ Mandates that formal transition planning begins at age 16 for students with disabilities.

 \_\_\_\_\_ All people should be members of the general community.

\_\_\_\_\_ This means that students should be laced in the setting in which he or she has the most opportunities to participate in the general education curriculum and to interact with students with and without disabilities.

10. What are five basic skills that early intervention programs can help children with autism to develop?

 a.

 b.

 c.

 d.

 e.

11. What are four benefits of early intervention programs for children with autism and their families?

 a.

 b.

 c.

 d.

12. Explain why it may not be effective to say “good job” after a person with autism does something correctly? Give an example of a better way to state the praise.

13. What are three tips for preparing the classroom that can help a student with autism who is easily distracted by sights and sounds?

 a.

 b.

 c.

14. List four considerations that should be addressed during transition planning from school to adulthood.

 a.

 b.

 c.

 d.

**Chapter 4: Feedback Questions**

1. T/F The laws and regulations that were offered by the IEP and transition plan are no longer available to students with Autism in post-secondary settings (i.e., college).

2. T/F Providers of post-secondary education and training programs are not responsible for identifying students with Autism or determining what support is needed.

3. T/F It is up to the job coach or DSP to decide if a person’s disability should be made known to a new employer or coworkers.

4. T/F A positive job match means the demands of the job and the environmental characteristics of the job are similar to the preferences and needs of the employee.

5. T/F Most people with autism can learn routines quite quickly and are naturally motivated to repeat them.

6. T/F The team should decide what type of neighborhood and house a person with autism will live in.

7. T/F Coworkers are likely to be more supportive when they are educated about some of the challenges the person with autism might experience on the job.

8. T/F Social stories should be reviewed on a consistent basis, and usually right before the targeted activity.

9. T/F We can assume that all employees with autism will have the same support needs.

10. T/F People with autism often have difficulty coping with transitions and changes in their routines

11. Under the direction of a behavior specialist, gradually introducing or exposing a person to an object or activity that causes fear and anxiety is called \_\_\_\_\_\_\_\_\_.

a. reinforcement

b. extinction

c. desensitization

d. inclusion

12. It might be helpful if employers and coworkers know some of the challenges that their coworker with autism are experiencing, including \_\_\_\_\_\_\_\_\_\_\_\_\_\_:

a. too much consistency and structure are hard to deal with.

b. processing information may require extra time.

c. difficulty developing new relationships.

d. b and c

13. Which of the following would NOT be an appropriate accommodation for a worker with autism?

a. Relocation of workspace away from hectic, high-traffic areas.

b. Short breaks as needed, such as 5 minutes every hour.

c. Give more social distance by allowing electronic communication or allowing work from home.

d. Allow the person to come in late whenever they want to.

14. In addition to the type of neighborhood or house a person wants to live in, other issues to consider for independent living include:

a. transportation options

b. medication management

c. money management

d. all of the above

15. Which of the following techniques have been shown to be more effective for people with autism? (check all that apply)

\_\_\_\_\_ Give choices.

\_\_\_\_\_ Use positive statements.

\_\_\_\_\_ Use visual supports.

\_\_\_\_\_ Allow 5 seconds response time.

\_\_\_\_\_ Teach the whole task.

\_\_\_\_\_ Speak loudly.

\_\_\_\_\_ Give direction such as “stop doing that”.

16. What is self-determination?

17. Give two examples of visual materials that can help people understand their daily schedule and expectations about their routine.

 a.

 b.

18. Give two examples of environmental cues.

 a.

 b.

19. Give an example of a trait associated with autism that may be a strength in the workplace.

20. What are three visual supports that could be used as reminders of a particular rule at work, that would not draw unnecessary attention from others?

 a.

 b.

 c.

21. How can a social story help a person learn effective communication and social skills?

22. Give an example of how a day could be broken into blocks and various tasks assigned for each time block.

How could this information be given to the person in a way they could understand?