

REVIEW FOR SPECIALIZED COMPETENCY
Autism Spectrum Disorders

1. Which of the following disorders are NOT listed under Pervasive Developmental Disorders in the Diagnostic and Statistical Manual of Mental Disorders, fourth edition.

- a. Asperger Syndrome
- b. Autism
- c. Down Syndrome
- d. Pervasive Developmental Disorder-Not Otherwise Specified

2. In one to two sentences, describe what is meant by the spectrum of autism.

3. Autism is a _____ disorder caused by abnormalities in the brain structure or function.

- a. Physical
- b. Neurological

4. Prevalence statistics indicate that Autism affects an estimated _____.

- a. 1 in 250 births
- b. 9 out of 10 births
- c. 1 in 100,000 births
- d. None of the above

5. Match each behavioral characteristic with one of the 3 core areas that define Autism Spectrum Disorders.

BEHAVIORAL CHARACTERISTICS

- _____ Gross impairment in the ability to make and keep friends.
- _____ Repeats or echoes the words or phrases of others.
- _____ Limited understanding of nonverbal communication such as gestures, facial expression, or voice tone.
- _____ Insistence on following routines and rituals.
- _____ Appears to prefer isolated or solitary activity.
- _____ Intense, focused, preoccupation with a limited range of play, interests, and/or conversational topics.

CORE AREA

- a. Impairment in social interaction
- b. Impairment in communication
- c. Restricted, repetitive or stereotyped patterns of behavior, interests or activities.

6. Repetitive behaviors seen in students with Autism Spectrum Disorder may include which of the following behaviors?

- a. Hand flapping.
- b. Lining up or ordering toys instead of playing with them.
- c. Overreaction to changes in schedules and routines
- d. All of the above
- e. a and c

7. _____ that result in an uneven profile of abilities are typically observed in students with Autism Spectrum Disorder.

- a. Attention problems
- b. Developmental discrepancies

8. Which of the following statements describing attention problems exhibited by students with Autism Spectrum Disorder is FALSE.

- a. Students with Autism Spectrum Disorder have difficulty orienting attention to important elements of their environment.
- b. Students with Autism Spectrum Disorder have difficulty quickly shifting attention from one thing to another.
- c. Students with Autism Spectrum Disorder learn from others by maintaining joint attention.
- d. All of the above.
- e. None of the above.

9. _____ is the ability to use a skill in situations that are different from the situation in which the skill was initially learned.

- a. generalization
- b. idiosyncratic learning

10. Match each of the theories underlying social skills deficits, in column A, with the correct description in column B.

(A) THEORY

- _____ Impaired Theory of Mind
- _____ Weak Central Coherence
- _____ Impaired Joint Attention
- _____ Lack of Emotional Referencing

(B) DESCRIPTION

- a) inability to grasp the “gist” of a situation or see the “big picture”
- b) inability to engage with another person around a third object or activity.
- c) inability to regulate behavior based on the emotional reaction of another person
- d) inability to infer another person’s thoughts and feelings and use that information to predict what they may say or do.

11. Students with Autism Spectrum Disorder function best in environments that are structured and predictable.

- a. True
- b. False

12. Organizing the physical environment helps students with Autism Spectrum Disorders understand where to be, what materials to use, what to do, with whom and for how long. Briefly describe an organizational strategy for each of the following situations.

- a. Organize space (tells students where to be).

- b. Organize activity expectations (tells students what to do).

- c. Organize time (tells students for how long).

13. Which of the following responsibilities is NOT included within a paraprofessional's role in working with students with Autism Spectrum Disorder?

- a. Providing direct social skills instruction.
- b. Determining which social skills will be targeted for direct instruction.
- c. Using strategies to help students generalize newly learned social behaviors in a variety of environments.
- d. a and b
- e. all of the above

14. Match each of the visual strategies with its description.

VISUAL STRATEGY

DESCRIPTION

- _____ Visual Schedule
- _____ Choice Board
- _____ Task List
- _____ Cue Card

a) informs students of their options during specific situations (e.g., leisure activities).

b) uses visual information to silently remind the student what to do (e.g., ask for help, raise your hand).

c) visually sequences the steps for completing an activity or social routine.

d) provides information such as what will happen in what order it will happen, what changes will occur, when a favorite activity is going to happen.

15. Which of the following strategies use a concrete visual structure to increase a student's understanding of social situations.

- a. Comic Strip Conversation
- b. Power Cards
- c. Situations-Options-Consequences-Choices-Strategies-Simulation (SOCCSS)
- d. All of the above
- e. None of the above

16. Put the following 6 steps for completing a SOCCSS in the correct order.

- _____ Brainstorm options for responding to the situation
- _____ Identify a consequence for each option
- _____ Identify the situation (who, what, when, where, why)
- _____ Choose the best option
- _____ Practice chosen option
- _____ Develop a plan to carry out the option choice

17. Using one to three sentences, write a definition of a Social Story™

18. There are 6 different sentence types that may be used when writing a Social Story™. Match each sentence type with the correct description.

- _____ Descriptive Sentence
- _____ Perspective Sentence
- _____ Cooperative Sentence
- _____ Directive Sentence
- _____ Affirmative Sentence
- _____ Control Sentence

- a. Statements that refer to or describe a person's thoughts, feelings, beliefs, opinions, or motivation.
- b. Statements that express a commonly shared value or opinion within a given culture in order to stress a point, refer to a law or rule, or reassure.
- c. Statements that objectively define where a situation occurs, who is involved, what people are doing and why.
- d. Statements written by the student to identify personal strategies for recalling and applying Social Story™ information.
- e. Statements that identify what others will do to assist the student.
- f. Statements that identify a suggested response or choice of responses to a situation.

19. Social Stories are written to _____ more than _____.

- a. describe/direct
- b. direct/describe

20. When students with Autism Spectrum Disorders are asked to shift attention from one sensory channel to another (e.g., visual to auditory), they show significant delays that can be as much as:

- a. 50-60 seconds
- b. 5-6 seconds
- c. 20-30 seconds

21. Gesture, body language, facial expression, and body proximity are examples of _____ communication and voice inflection and tone of voice are examples of _____ communication.

- a. paraverbal/nonverbal
- b. nonverbal/paraverbal

22. The majority of communicative information is embedded in nonverbal and paraverbal communication.

- a. True
- b. False

23. Using one to two sentences, describe a strategy to prompt a student with Autism Spectrum Disorder to shift his or her attention from reading a book to listening to verbal directions.

24. Which of the following definitions describe modeling appropriate language?

- a. Setting up opportunities for students to communicate
- b. Having the students communicate through puppets
- c. Providing a verbal example for students to imitate

25. Which of the following is NOT a communication temptation?

- a. Eating a desired food without offering any to the student
- b. Place a favorite toy within sight, but out of reach
- c. Reinforce the student's communication when it occurs
- d. Put out all materials for an art project except for the glue

26. Securing a student's attention prior to communicating and asking a student to repeat back a direction or message are two strategies that can be used to prevent or repair a "communication breakdown.

- a. True
- b. False

27. Which of the following statements are NOT true regarding visual strategies:

- a. Visual strategies provide information that students can refer to as many times as is necessary to process the information
- b. Visual strategies address one of the learning strengths of most students with ASD
- c. Visual strategies may reduce the anxiety caused by worrying about missing information.
- d. None of the above
- e. All of the above

28. The Picture Exchange Communication System is an _____ Communication that allows students with ASD, who cannot communicate effectively by speaking, initiate communication.

- a. Efficient and Easy
- b. Augmentative and Alternative
- c. Effective and Comprehensive

29. Many preschoolers using the Picture Exchange Communication System also begin developing speech.

- a. True
- b. False

30. The Picture Exchange Communication System is easy to use and no training is necessary.

- a. True
- b. False

31. Sensory processing involves the ability to _____, _____, and _____ input from all of the sensory systems at once and determine which input requires a response and which can be ignored.

- a. take in/process/organize
- b. take in/process/analyze

32. Using one to three sentences, describe what is meant by sensory defensiveness.

33. Sensory integrative dysfunction occurs when one or more of the sensory systems is not properly registered, processed or organized by the nervous system.

- a. True
- b. False

34. When working with students with Autism Spectrum Disorder, it is important to understand that sensory defensiveness is commonly part of their disability and that it may be impacting how they experience the world and behave.

- a. True
- b. False

35. Match each behavioral characteristic with the involved sensory system.

- | | |
|----------------------|---|
| _____ Tactile | a) a dislike of certain clothing, avoiding messy materials, and gets upset when sleeves or clothing get wet. |
| _____ Auditory | |
| _____ Olfactory | b) overreaction to perfumes, lotions, cleaning products, and lunchroom smells. |
| _____ Visual | |
| _____ Oral | d) picky eater, refuses to eat food that are a certain texture, and refuses to eat or drink anything unless it is a certain temperature |
| _____ Vestibular | |
| _____ Proprioception | c) avoiding going outside on sunny days, visually fixating on certain objects, and an increase in agitation when in a room full of visual stimulation. |
| | e) avoiding playing on swings and slides, difficulty sitting in a chair (rock, tip, fall off), and avoids playing on equipment that takes the feet off the ground. |
| | f) covers ears at seemingly inappropriate times, striking out at other perceived as too loud, and resisting or refusing to attend assemblies, lunch, or large group activities. |
| | g) walking on toes, pushing things over, and running and crashing into surfaces. |

36. Students with Autism Spectrum Disorders have problems regulating their arousal systems. When the arousal system is too low, the following behaviors might be observed:

- a. Fatigued
- b. Excited
- c. On edge
- d. Sluggish
- e. All of the above
- f. a and d

37. Sensory activities are designed to cut down on input that is _____ and increase input that is _____ to the nervous system.

- a. over-stimulating/calming
- b. calming/over-stimulating.

38. When working with students with Autism Spectrum Disorders, it is important to have an understanding:

- a. of what sensory issues might be present.
- b. that certain behaviors can come from the presence of sensory defensiveness.
- c. that the use of specific strategies and adaptations can help students increase successful participation.
- d. All of the above
- e. None of the above.

39. Problem behaviors exhibited by students with Autism Spectrum Disorders are, in most cases, the result of attempts to cope with the demands of situations and environments that are perceived as unorganized, chaotic, and confusing.

- a. True
- b. False

40. Situations and environments that lack structure and predictability are calming for students with Autism Spectrum Disorders.

- a. True
- b. False

41. Andy is a kindergarten student with Autism Spectrum Disorder. During play time, Andy grabs toys from other children and then runs away as though he is trying to initiate a game of chase. (a) What do you think Andy is trying to communicate? (b) What do you think would be an alternative, socially appropriate communication to teach Andy that serves the same function as the inappropriate behaviors? (Please write your answers in the space below).

42. Using one to three sentences, describe why it is important to evaluate problem behavior?

43. When an evaluation of a student's problem behavior has been completed, the team then develops an intervention plan that includes teaching the student a socially appropriate replacement behavior that serves a different function than the problem behavior.

- a. True
- b. False

44. Situations and environments that lack structure and predictability cause stress and anxiety, often resulting in problem behaviors. Describe how using Structured Teaching methods (providing visual structure) might decrease the occurrence of problem behavior in students with Autism Spectrum Disorders.

45. Match the following terminology with their definitions.

TERMINOLOGY

- _____ Antecedent
- _____ Behavior
- _____ Consequence
- _____ Discrete Trial Training
- _____ Generalization
- _____ Applied Behavior Analysis

DEFINITIONS

- a) the application of behavioral learning principles/theory to change behavior.
- b) breaking down learning activities into separate components and teaching one component at a time in a highly structured manner.
- c) something that occurs prior to a particular behavior.
- d) the action or series of actions that constitute a response.
- e) the extent to which a behavior that is taught in one setting can be displayed in another situation with different people or materials.
- f) what happens after a behavior occurs.

46. Describe two proactive behavior strategies that you would like to try with one of your students.

47. Put the following prompts in order (1-7) from least intrusive to most intrusive.

- _____ Indirect Verbal
- _____ Independent
- _____ Modeling
- _____ Gesture
- _____ Partial Physical Assist
- _____ Direct Verbal
- _____ Full Physical Assist

48. Which of the following is an example of a structured behavior observation approach?

- a. Antecedent-Behavior-Consequence
- b. Sensory Integration Training
- c. P.E.C.S.
- d. Structured environment
- e. None of the above

49. Which of the following define data collection on the intensity of a behavior?

- a. Recording the number of times a student independently asked for help.
- b. Recording how long the student cried.
- c. Rating a student's refusal behavior on a scale from 1-5
- d. All of the above
- e. None of the above

50. Match the following data collection terminology with their definitions.

TERMINOLOGY

- _____ Intensity
- _____ Duration
- _____ Episode
- _____ Proportion
- _____ Frequency

DEFINITIONS

- a) whether or not a behavior occurred in a time period
- b) percent of times the behavior occurred within a given number of opportunities
- c) the degree of a behavior incident
- d) how many times the behavior occurred
- e) how long the behavior lasted