

SYSTEMATIC LANGUAGE INSTRUCTION FOR EARLY LEARNERS WITH AUTISM

Final Exam (2 CE HOURS)

- As defined in ASHA's Practice Portal, "autism spectrum disorder (ASD) is a neurodevelopmental disorder characterized by deficits in social communication and social interaction and the presence of restricted, repetitive behaviors." Social communication deficits include _____.
 - Hyper- and/or hypo-sensitivity to sensory input
 - Impairments in aspects of joint attention and social reciprocity
 - Inflexible adherence to routines
 - Restricted interests
- Joe is working on labeling giraffe. (a) The discriminative stimulus is instruction from the therapist, who is holding up a picture of a giraffe and asking "What is it?" (b) The response from the learner is the label "giraffe." (c) The consequence is reinforcement from the therapist in the form of verbal praise: "That is a giraffe – great job!" This is an example of _____.
 - Discrete trial teaching
 - Generalization
 - Natural environment teaching
 - Task analysis
- _____: "The process of using valuable reinforcers to condition people, materials, and environments to become reinforcing."
 - Data
 - Generalization
 - Pairing
 - Verbal behavior
- The following are examples of which verbal operant?
Hearing "A, B, C, _" Saying "D"
Hearing "Twinkle, twinkle, little _" Saying "star"
"What is your mom's name?" "Lainey"
"What drink do you like?" "Juice"
 - Echoics
 - Intraverbals
 - Mands
 - Tacts
- _____ is the verbal operant that involves labeling a picture, object, or action.
 - Echoing
 - Listener behavior
 - Manding
 - Tacting
- According to the National Professional Development Center on Autism Spectrum Disorders (2011), video modeling is an evidence-based intervention for _____.
 - All individuals with ASD
 - Individuals with ASD in elementary through middle school
 - Individuals with ASD in high school
 - Individuals with ASD in preschool
- The Interprofessional Education Collaborative (2016) lists four main areas of competency for interprofessional and collaborative practice. Which of the following is NOT one of them?
 - Interprofessional Communication
 - Roles/Responsibilities
 - Specialization/Boundaries
 - Teams/Teamwork
- "An interactive, play-based assessment that provides comprehensive information about language skills for children at high risk for moderate-to-severe language delays. It is a good tool if you are working with students who are younger in age, as it looks at early developmental language skills," describes which standardized measure?
 - Clinical Evaluation of Language Fundamentals, Fifth Edition (CELF-5)
 - Expressive One-Word Picture Vocabulary Test, Fourth Edition (EOWPVT-4)
 - Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4)
 - Preschool Language Scale, Fifth Edition (PLS-5)

9. "It evaluates eleven major skill categories of communication and related aspects, including sensory, motor, behavior, attentiveness, receptive language, expressive language, pragmatic/social, speech, voice, oral, and fluency. The profile does not yield standard scores; rather, it is an informal instrument that provides information as to where the individual subject is performing," describes which non-standardized measure?
- Assessment of Functional Living Skills (AFLS)
 - Communication Matrix
 - Functional Communication Profile – Revised (FCP-R)
 - Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)
10. "Sal will label actions (a total of 20) over 2 consecutive sessions." Which of the following important considerations is missing from this goal?
- A quantity for the skill learned
 - A time frame for mastery
 - How accuracy will be measured
 - What skill will be captured
11. "Julian will use comments within a 10 minute group with no more than 1 prompt, over 2 consecutive sessions." Which of the following important considerations is missing from this goal?
- A quantity for the skill learned
 - A time frame for mastery
 - How accuracy will be measured
 - What skill will be captured
12. "The therapist describes labeling, and how to work on this skill," describes which step of behavioral skills training?
- Feedback
 - Instructions
 - Modeling
 - Rehearsal
13. In order to create a visual analysis of how a student is doing with a target, a member of the educational team should _____.
- Build a task analysis
 - Graph the data from the daily data sheet
 - Select a new target for him/her to work on
 - Share the daily data sheet
14. Which of the following is an example of specific progress reporting?
- Goal: When given a verbal one step direction, Mallory will follow the direction (a total of 10) without prompts, over 2 consecutive sessions. *Mallory is able to follow the directions "come here" and "throw away" without prompts, over 2 consecutive sessions.*
 - Goal: When presented with a where question, Mallory will answer it with a logical answer (a total of 12 examples) with 90% accuracy, over 2 consecutive sessions. *Mallory is able to answer where questions with 75% accuracy*
 - Goal: When shown a picture, Mallory will label the place (a total of 12) with 90% accuracy, over 2 consecutive sessions. *Mallory has been working hard on this target. She is able to complete this with 75% accuracy.*
 - None of the above
15. Which of Maverick's goals contains all of the important considerations discussed in "Goal Setting"?
- When given a verbal one step direction, Maverick will follow the direction (a total of 10) without prompts.
 - When greeted by a familiar adult, Maverick will respond with a greeting (i.e. Hi, Hello).
 - When presented with a fill in the blank phrase (i.e. ready, set, _) Maverick will fill in the blank with a logical word (a total of 12 examples) with 90% accuracy, over 2 consecutive sessions.
 - When shown a picture, Maverick will label the action using the present progressive form (a total of 12), over 2 consecutive sessions.
16. Which verbal operant is the SLP working on with Maverick?
- SLP: "Baa, baa says the _."*
Maverick: "Sheep."
SLP: "Great job, Maverick! The cow says _."
Maverick: "Moo."
SLP: "That's right, the cow says moo."
- Echoics
 - Intraverbals
 - Listener behaviors
 - Tacts

17. Which verbal operant is the SLP working on with Hank?
 SLP: "Okay, Hank, it is time for group." She hands him the list and points to each item. "Get a marker, get the dry erase board, and get UNO."
 Hank: He walks to get the marker and then he walks to get the dry erase board. He brings the items to the table and sits down.
 SLP: Points to UNO on his schedule.
 Hank: Stands up, grabs UNO, and brings it to the table.
 SLP: "Great work, Hank, we are ready for group."
 a. Echoics
 b. Intraverbals
 c. Listener behaviors
 d. Mands

18. Hank's classroom is taking a field trip to the local library. When there, Hank needs to complete all steps of the following:

Date	Skill	Data
	Walk to the library	Y N
	Look for a book	Y N
	Pick 1-2 books	Y N
	Walk to the self scanner	Y N
	Get out library card	Y N
	Scan card	Y N
	Put in password	Y N
	Scan book(s)	Y N
	Get receipt	Y N

This tactic is _____.

- a. Generalization
 b. Pairing
 c. Task analysis
 d. Video modeling

19. Consider the following: "Valerie's special education teacher points out to the SLP that she is concerned with Valerie's progress with creating grammatically correct sentences. She notes that they have been working on the same three targets for two months now, and that Venita seems to be bored with this program. She also notes that Venita already knows how to create grammatically correct sentences about the pictures she has been using (He is running, She is swimming, They are reading)." What steps could be taken to remedy this situation?
 a. A data binder review, potentially followed by the assignment of additional targets
 b. A reduction in embedded instruction
 c. Additional informal observation
 d. Additional standardized assessment

20. Anders' special education teacher and SLP meet with his paraprofessionals to train them on how to target his leisure goal. When the paraprofessionals role play presenting the video model to the students, setting up the activity, and facilitating game play, which step of behavioral skills training are they engaged in?
 a. Feedback
 b. Instructions
 c. Modeling
 d. Rehearsal

ANSWER SHEET

First Name: _____ Last Name: _____ Date: _____

Address: _____ City: _____

State: _____ ZIP: _____ Country: _____

Phone: _____ Email: _____

ASHA membership # _____

License/certification # and issuing state/organization _____

Clinical Fellow: Supervisor name and ASHA membership # _____

Graduate Student: University name and expected graduation date _____

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By submitting this final exam for grading, I hereby certify that I have spent the required time to study this course material and that I have personally completed each module/session of instruction.

Systematic Language Instruction for Early Learners with Autism Final Exam

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|--------------------|--------------------|---------------------|---------------------|---------------------|
| 1. (A) (B) (C) (D) | 5. (A) (B) (C) (D) | 9. (A) (B) (C) (D) | 13. (A) (B) (C) (D) | 17. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 6. (A) (B) (C) (D) | 10. (A) (B) (C) (D) | 14. (A) (B) (C) (D) | 18. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 7. (A) (B) (C) (D) | 11. (A) (B) (C) (D) | 15. (A) (B) (C) (D) | 19. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 8. (A) (B) (C) (D) | 12. (A) (B) (C) (D) | 16. (A) (B) (C) (D) | 20. (A) (B) (C) (D) |

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