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HELPING STUDENTS WITH AUTISM FIND THEIR VOICE
(3 CE HOURS)
FINAL EXAM

1. **For the purposes of this course, "early learners" are defined as _____.**
   a. Children 5 and under
   b. Children 12 and under
   c. Children 18 and under
   d. Students who may be nonverbal or very limited verbally

2. **Which of the following is NOT one of the evidence-based practices for individuals with autism referenced by the American Speech-Language-Hearing Association (ASHA)'s practice portal?**
   a. SLPs can help individuals with autism by ensuring they have a functional communication system
   b. SLPs should discourage family involvement in the treatment process, to ensure a high level of professionalism
   c. SLPs should help students use their communication in a variety of settings and with a variety of communicative partners
   d. SLPs should use a systematic approach to taking data

3. **When discussing the science of applied behavior analysis (ABA), a/an "_____" is a stimulus that follows a behavior of interest.**
   a. Antecedent
   b. Behavior
   c. Consequence
   d. Motivation

4. **A student learns to label "cookie" in the classroom and subsequently labels it while out to eat with his parents at a restaurant. When discussing the science of applied behavior analysis (ABA), this is called a/an "_____."**
   a. Generalization
   b. Multi modal communication
   c. Prompt
   d. Reinforcement

5. **The National Standards Report, issued by the National Standards Project (NSP), reviews interventions and shares which have been shown to be effective for individuals with autism spectrum disorder. The Report recognizes behavioral-based approaches – including ABA – as _____.**
   a. A discredited form of treatment
   b. An emerging form of treatment
   c. An established form of treatment
   d. An unestablished form of treatment

6. **Applied behavior analysis (ABA) uses a three-term contingency to analyze human behavior. A three-term contingency can _____.**
   a. Illuminate undesirable behaviors: Antecedent = work is presented; Behavior = student clears the table; Consequence = student gets out of work
   b. Reinforce verbal behavior: Antecedent = student sees a cookie; Behavior = student says "cookie;" Consequence = student gets a cookie
   c. Both of the above
   d. Neither of the above

7. **Verbal operants refer to the different ways that we use our communication. "Filling in the blank" and "answering questions" are both examples of _____.**
   a. Echoics
   b. Intraverbals
   c. Manding
   d. Tacting

8. **Work on this operant can help a learner say many different functional words by repeating what is heard, usually immediately.**
   a. Echoics
   b. Intraverbals
   c. Listener Behavior
   d. Manding

9. **_____ is the only verbal behavior that immediately benefits the speaker: I say something, I get something.**
   a. Intraverbals
   b. Listener Behavior
   c. Manding
   d. Tacting

10. **During rapport-building time, it is important _____.**
    a. To begin to use direct instruction
    b. To discover what your clients like to do for fun
    c. To present your clients with questions to answer and items to label
    d. All of the above

11. **When working with prompting while manding, the prompt should be _____.**
    a. Part of the antecedent, added before the learner has a chance to respond
    b. Part of the behavior, added after the learner's incorrect first response
    c. Physical or gestural only
    d. Vocal only

12. **If the learner is currently nonverbal and has no functional response form, we will start work on manding with _____.**
    a. Using just the most salient word to communicate: "iPad"
    b. Using just the verb to communicate: "want"
    c. Using subject + verb + object to communicate: "I want iPad"
    d. Using verb + object to communicate: "want iPad"

13. **Which of the following is NOT one of the general strategies to use when working on the skill of manding outlined by Dr. Sundberg?**
    a. Have access to reinforcing items, to allow the student to see and mand for them
    b. Know what items and activities are reinforcing for the student
    c. Know what response form the student will use to communicate
    d. Select at least 10 mands to work on initially

14. *Strategy 1: Teaching should occur in the student's natural environment where motivation is usually strong.* **Which statement best supports this strategy?**
    a. The student must learn to focus on items other than what s/he is interested in at that moment
    b. The use of prompting discourages early learners from manding
    c. With a preschool aged student, you might start manding in the classroom, where s/he already has preferred toys and actions
    d. All of the above

15. *Strategy 2: Prompt mands initially to teach the child that it's easy to get things with verbal behavior, so as to not turn the child off to communicating.* **Which statement best supports this strategy?**
    a. If they mand for bubbles with assistance, they get bubbles – the verbal message does not have to be perfect
    b. Prompts are our way to help teach learners new skills
    c. We need to help students learn "I do – I get"
    d. All of the above

16. **Strategy 3: Always start work with the student requesting their most powerful reinforcers.** Which statement best supports this strategy?
    a. If we have a student who really loves dancing to music, we could work on requesting "music" or dance"
    b. We should start by teaching just one mand, such as "more," that can be generalized
    c. The student must learn to request items or actions that s/he is not interested in
    d. All of the above

17. **Strategy 4: Always teach specific mands.** Which statement best supports this strategy?
    a. A mand should not stand alone
    b. If a student mands for more, the instructor may need to ask "more of what?"
    c. Teach more, please, thank you and bathroom first
    d. All of the above

18. **Strategy 5: Capture and contrive as many opportunities as you can to teach manding throughout the day.** Which statement best supports this strategy?
    a. A manding schedule can help contrive and capture manding opportunities for students
    b. A systematic and repetitive approach to teaching manding allows the student to practice more frequently
    c. Make sure that all educational staff are trained and working on manding throughout the day
    d. All of the above

19. **Strategy 6: Avoid "killing" a student's motivation for an item or activity: give some items for "free."** Which statement best supports this strategy?
    a. If a student can mand for a specific item, it is no longer important that s/he continue to like it.
    b. If we always make a student mand for a preferred item, s/he may conclude "It is too hard to get this item – I don't like it anymore."
    c. To give our students many opportunities to mand throughout their day, we need them to request everything that they want.
    d. All of the above

20. **Strategy 7: Be a giver not a taker.** Which statement best supports this strategy?
    a. Taking away wanted items is a recommended way to encourage a student to mand for them
    b. Taking away wanted items is a recommended way to encourage a student to mand for other items
    c. Taking away wanted items may inadvertently motivate a student to engage in maladaptive behavior
    d. All of the above

21. **Strategy 8: Use a rotating array of reinforcement.** Which statement best supports this strategy?
    a. Be sure to have a variety of preferred items available
    b. Instead of taking away a preferred item, present a different preferred item for the student to request and engage with
    c. Think of this strategy as part b to "Be a giver, not a taker"
    d. All of the above

22. **Strategy 9: Teach mands when the motivation is greatest for the item or activity.** Which statement best supports this strategy?
    a. Constantly observe students' behaviors to make sure that they really want what we are helping them to request
    b. Ensure that a student is able to mand for an item without prompting before moving on to another item
    c. Students should not be allowed to change focus from one preferred item to another
    d. All of the above

23. **The use of a Manding Schedule best supports which strategy?**
    a. Strategy 3: Always start work with the student requesting their most powerful reinforcers
    b. Strategy 4: Always teach specific mands
    c. Strategy 5: Capture and contrive as many opportunities as you can to teach manding throughout the day
    d. Strategy 6: Avoid "killing" a student's motivation for an item or activity: give some items for "free"

24. **The following "Don't Do This" example best supports which strategy?**
    Student: Is sitting at a snack group with one other student that is being run by the SLP. The student requests juice.
    SLP: Hands the student her juice box.
    Student: Sits and eats her snack and drinks her juice for the next 5 minutes in silence.
    SLP: To give the student more opportunities to request wanted items, takes away the juice box and asks, "What do you want?"
    Student: Hits the SLP and has a 10 minute tantrum
    a. Strategy 1: Teaching should occur in the student's natural environment where motivation is usually strong
    b. Strategy 3: Always start work with the student requesting their most powerful reinforcers
    c. Strategy 5: Capture and contrive as many opportunities as you can to teach manding throughout the day
    d. Strategy 7: Be a giver not a taker

25. **In general, structured manding sessions _____.**
    a. Should exclude your students' paraprofessionals
    b. Should only be completed by a speech-language pathologist in a therapy type setting
    c. Take place at a table
    d. Take place away from a desk and chair

26. **Which of the following is NOT a tactic that allows students to work on manding throughout the day?**
    a. Eliminating choices from snack time and free time
    b. Giving the student an opportunity to work on requesting at the beginning of the day to gauge what items s/he is motivated to engage with that day
    c. Incorporating a manding schedule
    d. Orienting a student's entire team to what manding is and how it is being addressed

27. **If we take time from a student's day to target a skill, we need to first gather information regarding how often the student is engaging in that behavior prior to treatment – we will call this our "_____."**
    a. Baseline
    b. End result
    c. Goal
    d. Strategy

28. **The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) _____.**
    a. Contains 170 measureable learning and language milestones that are sequenced and balanced across 3 developmental levels
    b. Does not take into account research from the field of behavior analysis
    c. Overlooks the skill of manding
    d. Was created by B.F. Skinner in 1957

29. **In the mand section of the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), a level 1 student _____.**
    a. May be able to mand for others to attend to his/her own verbal behavior (i.e. "listen to this").
    b. May be able to mand for verbal information using a variety of "wh" question forms
    c. May start manding for missing items independently
    d. May use 10 different mands independently

30. **The manding goals that we set with our students need to _____.**
    a. Be as general as possible
    b. Be non-specific
    c. Make sense to all the students' team members
    d. None of the above