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Module 5b Quiz
ABA and Autism – history and research

Green Chapter

1. There is no evidence to support the use of ABA interventions for children with Autism
 - a. True
 - b. False
2. This chapter focuses on ...
 - a. ABA intervention programs for children of all ages
 - b. Specific skill acquisition programs based on the principles of Applied Behavior Analysis
 - c. Intensive, early intervention programs for children with Autism, based on the principles of ABA
3. Children with Autism learn readily from typical environments
 - a. True
 - b. False
4. Behavior analytic treatment for Autism focuses on teaching _____ , measurable, units of behavior, _____.
5. Prompts should not be faded.
 - a. True
 - b. False
6. What are 2 high priority goals for behavior analytic autism intervention programs? (pg 30)

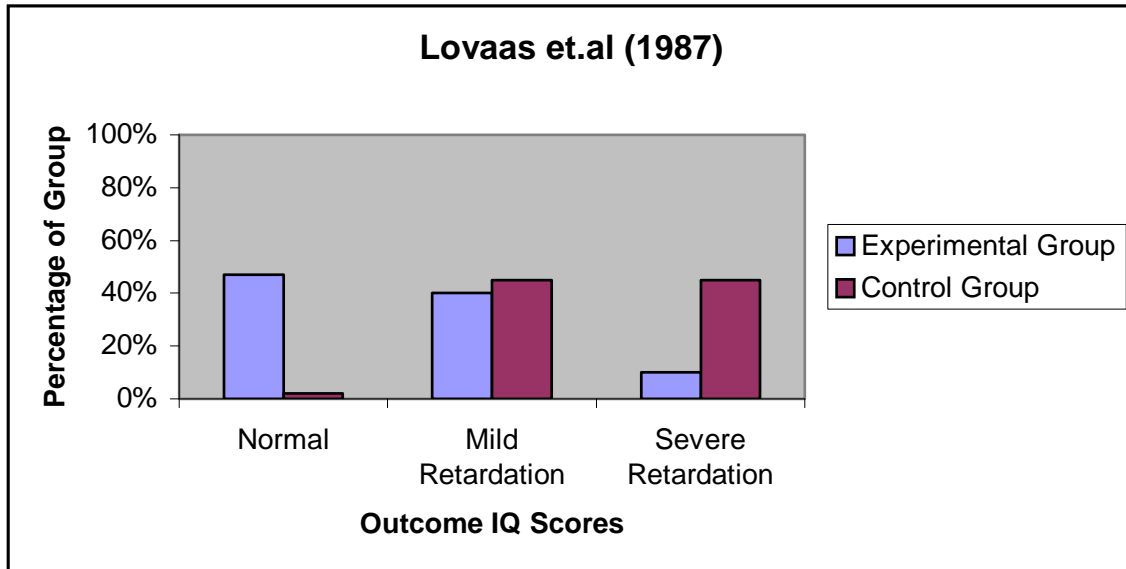
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7. Incidental or natural teaching opportunities require no planning on the part of the teacher.
 - a. True
 - b. False
8. Give 3 reasons why expert supervision of an ABA program for children with Autism is so important (pgs 30-31)
9. The discipline of Applied Behavior Analysis is based on more than _____ years of scientific research.
10. This chapter does not include a review of scientific studies focusing on teaching specific skill area such as peer interaction and classroom behavior because few of these studies exist.
 - a. True
 - b. False
11. Who has conducted the most thorough studies of home-based behavioral intervention for young children with autism?
12. For how many years did children receive intervention in Lovaas's 1987 study?
13. Using the information provided in the chapter and your visual inspection of the graph presented here, describe the main results of the Lovaas 1987 study.

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14. The results of the Lovaas (1987) study suggest that the best outcomes can be achieved with 10 hours a week of intensive early behavioral intervention.
- True
 - False
15. As a result of the Lovaas (1987) study we know conclusively which students will benefit most from intensive, early behavioral intervention.
- True
 - False
16. What did the baseline data in the Anderson et. al (1987) study show?
17. For each child, appropriate responding increased and maladaptive behavior decreased when, and only when _____ began.
18. Unlike the Lovaas study,

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- a. the Anderson et. al (1987) study evaluated procedural integrity by evaluating the skills of the parent therapists.
 - b. the Anderson et. al (1987) and Birnbrauer & Leach (1993) study evaluated procedural integrity by evaluating the skills of the therapists
 - c. neither the Anderson et. al study, nor the Birnbrauer & Leach (1993) evaluated procedure integrity
19. What criteria had to be met before the children in the Princeton Child Development Center study began to make the transition into regular schools?
20. In the study by Harris et. al (1991), repeat Stanford-Binet IV IQ tests after 10 to 11 months showed,
- a. the IQ scores of the children with Autism diagnoses increased while the typically developing students IQ scores remained the same.
 - b. the IQ scores of both the typically developing children and the children with Autism increased
 - c. only the scores of the typically developing students increased
21. An increase in IQ scores for children with Autism implies an increase in social skills and adaptive behavior skills .
- a. True
 - b. False
22. In combination, the research looking at comprehensive early behavior intervention programs for children with Autism show that most children receiving this intervention attain normal functioning and are indistinguishable from their peers.
- a. True
 - b. False

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23. What is the best documented positive effect of behavior intervention for children with Autism diagnoses who have experience intensive early intervention?
24. According to Green's conclusions, which statement is most accurate?
- All children with a diagnosis of Autism who begin intensive behavioral intervention at a young age make substantial gains after 2 years of intervention.
 - Most children with a diagnosis of Autism who begin intensive behavioral intervention at a young age make substantial gains in IQ scores after 2 years of intervention.
 - Most children with a diagnosis of Autism who begin intensive behavioral intervention at a young age make significant gains in adaptive skills and show significant decreases in problem behavior.
25. Based on your reading of this chapter, which statement is most accurate?
- Green seems supportive of the full inclusion movement
 - Green supports inclusion for students with ASDs who have met some pre-requisite readiness criteria.
 - Green believes students with ASDs should be educated only in self-contained, highly structured settings
26. What is the best age for a child with Autism to begin intensive early behavioral intervention according to Green's review of the research in this chapter?
27. Based on your reading of this chapter, which statement is most accurate?
- There is strong evidence to support the number of hours a week a child should receive early, intensive, behavioral intervention.
 - There is some evidence to support 30 hours or more a week of intensive behavior intervention rather than 10.
 - There is no evidence to support 30 hours or more a week of intensive behavior intervention rather than 10.
28. Reading the 2nd to last sentence of the chapter do you think the so called "Autism epidemic" had begun by the time Green wrote this chapter?

Australian review

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Read pages 36-52

29. According to the Australian review, is there sufficient evidence to make the claim that intensive early behavioral intervention programs can result in "normal" functioning? Why or why not?

30. While broadly supporting behavioral interventions for children with Autism the authors have some complaints about the way it is applied and the interpretation of the research. What are some of these complaints?

New York State Clinical Practice Guidelines

Read the introduction

31. Who developed the Clinical Practice Guideline on which this Quick Reference Guide is based?

32. The guideline was intended to provide parents, professionals, and others with recommendations based on the best _____ available about "best practices" for assessment and intervention for young children with autism/pervasive developmental disorders.

33. What are some important reasons that interventions for students with Autism Spectrum Disorders are validated by scientific evidence?

34. How did the authors make decisions about which research articles to include?

Read the section on intervention methods (beginning on pg 30)

35. What are the 5 common elements of effective interventions for students with Autism identified by Dawson and Osterling (1997)?

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36. Use this table to indicate which interventions are recommended by the New York State Clinical Practice Guidelines (based on the published research supporting them) and which are not.

Recommended	Not Recommended
<i>Sensory Integration Therapy DIR model ABA teaching strategies Music therapy</i> <i>Touch Therapy Auditory Integration Training Facilitated Communication</i> <i>Hormone Therapy Immunologic Therapies Anti-Yeast Treatments Vitamins Diet</i>	

Fax your completed quiz to Kirsty at 410-529-1158 or scan it and email to little_redcar@yahoo.com