Multiple Choice
Identify the choice that best completes the statement or answers the question.

1. Howe’s goal for residential settings was...
   a. isolation.  
   b. education.  
   c. custodial.  
   d. medical management.

2. The eugenic scare evolved from which of the following?
   a. Itard’s book about Victor’s family  
   b. Sequin’s book on physiology  
   c. Goddard’s book on the Kallikak’s  
   d. Identification of DNA

3. A history of failure in school is an example of:
   a. learned helplessness  
   b. severe disabilities  
   c. poor teaching  
   d. all of the above

4. Mild mental retardation is often suspected at:
   a. birth, by the obstetrician  
   b. home, by the mother during the preschool developmental stages  
   c. school, by the teacher who notices deviations  
   d. work, by the supervisor

5. A person who operates from an external locus of control views his/her actions as:
   a. greatly altering the external environment  
   b. being controlled by external forces  
   c. controlling individuals in the environment  
   d. none of the above

6. Adaptive behavior measures vary according to AAMR by...
   a. age.  
   b. culture.  
   c. age and culture.  
   d. gender and shoe size.
7. When selecting skills for those with severe mental retardation, a teacher should make sure they:
   a. can be used in multiple environments
   b. are age appropriate
   c. do not interfere with related medical problems
   d. all of the above

8. Which of the following represents a chromosomal anomaly?
   a. lead poisoning
   b. fetal alcohol syndrome
   c. Down Syndrome
   d. Rubella

9. People with mild mental retardation typically have:
   a. deficits in both long and short term memory
   b. better short term memory than long term memory
   c. better long-term memory than short-term memory
   d. all of the above

10. Which of the following is most true for people with mild mental retardation:
    a. more boys, lower SES with no expectancy for failure
    b. more girls, lower SES, with learned helplessness
    c. more boys, lower SES, and learned helplessness
    d. more boys, more black, and high SES

11. In discussing mild and moderate mental retardation, the IQ range is typically:
    a. 70-55
    b. 70-40
    c. 55-35
    d. less than 40

12. Mental retardation can be prevented by:
    a. the use of shunts
    b. early stimulation and intervention
    c. changes in the criteria for inclusion
    d. all of the above

13. The number one cause of mental retardation is:
    a. Genetics
    b. Unknown
b. Poor environment
d. Fetal alcohol syndrome

14. The term mental retardation has recently been changed to:
   a. Developmental Disabilities
c. Mental sub normality
   b. Intellectual Disabilities
d. All of the above

15. Adaptive behavior is **best** explained by:
   a. The ability to complete academic work
c. The ability to fit into your community
   b. The ability to behave in groups
d. The ability to prepare for transition

16. Severe forms of mental retardation are often suspected at:
   a. Birth
c. High School
   b. Elementary School
d. In the home.

17. MAPS is a system to promote all of the following EXCEPT
   a. Individual student planning
c. A structured discussion of student needs
   b. Parental involvement
d. Writing an IEP

18. An example of an infection that can increase the possibility of ID is:
   a. Tetanus
c. Rubella
   b. Chicken pox
d. Whooping cough

19. Breaking a skill down into measurable steps is referred to as:
   a. Task Analysis
c. Curriculum assessment
   b. Behavior analysis
d. Units of instruction

20. The three parts of a behavioral objective are:
21. A person who is born with a brain stem but no functioning brain has:
   a. Hydrocephaly
   b. Microcephaly
   c. Anencephaly
   d. Fragile X

22. What condition can hide whether a person does or does not have ID
   a. Epilepsy
   b. Cerebral Palsy
   c. Tay-Sachs Disease
   d. PKU

23. The death penalty for people with ID was decided by:
   a. Penry
   b. Romeo
   c. Armstrong
   d. Pennhurst

24. Wolfensberger developed a model known as the:
   a. The MR pity model
   b. The model of exclusion
   c. The criteria of ultimate functioning
   d. The deviancy model

25. All of the following are deterrents to effective transition EXCEPT
   a. Housing
   b. Employment
   c. Lack of independent skills
   d. Age