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

___ 1. Which of the following is NOT a way to individualize instruction?

a. Changes in curriculum   c. Adaptations to the delivery of instruction
b. Watering down the mainstream curriculum   d. Different instructional methods

___ 2. Observations in the natural environment are useful for all of the following reasons EXCEPT:

a. Behaviors are naturally occurring   c. Relevant behaviors can be counted on to occur during observation
b. People in the environment are familiar   d. A wider range of related behaviors can be observed

___ 3. All of the following are potential problems with using a task analysis EXCEPT:

a. Beginning and ending points of behavior chains are often arbitrary or inconsistent   c. Tasks are broken down into observable and measurable steps
b. Overemphasis on the motor aspects of a task   d. Most task analyses are designed with a limited scope of skills

___ 4. Discrete responses are:

a. Sequence of multiple behaviors   c. Single, isolated responses
b. A task analysis   d. Related services

___ 5. Which of the following is correctly paired?

a. Negative reinforcement – getting spanked   c. Negative reinforcement – getting candy
b. Negative reinforcement – getting out of jail   d. Negative reinforcement – slapping an annoying person
6. Which of the following is used to assist a person with feeding?
   a. Gastrostomy tube  
   b. Colostomy  
   c. Tracheostomy  
   d. Cannula

7. Which of the following is an example of incidental teaching?
   a. State standards  
   b. “I want to learn about the people from China”  
   c. The McGuffey reader  
   d. Sesame Street

8. Compensatory movement:
   a. Is a goal to have children move in whatever ways are possible for them to move  
   b. Should not outweigh concern about the way in which independence is achieved  
   c. Hardly ever has a high physical cost  
   d. Facilitates sitting which is an end in itself

9. If a skill is performed by others of the same age, it is assumed to be:
   a. Culturally-appropriate  
   b. Socially valid  
   c. Chronologically age appropriate  
   d. Partial participation

10. In which of the following stages of instruction is it important to use multiple instructors, multiple settings and varied instructional materials?
    a. Acquisition stage of instruction  
    b. Fluency stage of instruction  
    c. Maintenance stage of instruction  
    d. Generalization stage of instruction

11. Instruction provided in the context of meaningful and motivating activities and routines is referred to as:
    a. Top down curriculum  
    b. Incidental learning
12. Which of the following is influenced by the degree of familiarity of the communication partner with the learner?

a. Intentionality  

b. Readability  

c. Form  

d. Intensity

13. Which of the following is NOT true when considering using augmentative and alternative communication systems?

a. Pairing verbal and nonverbal communication in no way implies learners will more readily learn either  

b. Communication mode should be based on current student and environmental assessment  

c. Student’s communication partners must have enough knowledge of the system to respond  

d. Students may need exposure or practice in new mode of communication

14. Which of the following characterizes the research on cognitive/academic skill instruction to students with severe disabilities?

a. Cognitive/academic instruction is a major focus of study  

b. Cognitive/academic instruction has been shown to be successful for students with severe disabilities  

c. Research has dramatically increased in this area  

d. Very little research has been done, and the amount is actually decreasing

15. Community-based instruction is an example of:

a. Embedding skills in typical routines  

b. Creating a school-based simulation  

c. Teaching in vivo  

d. Instruction of the general curriculum

16. As a student ages, which of the following skills become increasingly important?

a. Reading and writing  

b. Mathematics  

c. Community-based and social skills  

d. School survival skills
17. All of the following are benefits of vocational training in real settings EXCEPT:
   a. Earning minimum wage or better
c. Identifying student interests
   b. Exploration of potential careers
d. Identify work challenges for workers with disabilities

18. Dimensions of autonomy include all of the following EXCEPT:
   a. Self-determination
c. Self-starter
   b. Self-sufficiency
d. Completeness

19. Which of the following is NOT typically an underlying problem associated with maladaptive behavior?
   a. Skill deficits
c. Performance deficits
   b. Cognitive ability
d. Emotional or sensory issues

20. Which of the following statements is NOT true in regard to setting events:
   a. They happen before the student gets to school
c. They refer to the settings in which the behavior takes place
   b. They are usually beyond the teacher’s control
d. Once they are identified, they can often be neutralized by a vigilant teacher

21. Which of the following health care procedures can ONLY be performed by a nurse in the school setting?
   a. Gastrostomy tube feeding
c. Administering oral medications
   b. Clean intermittent catheterization
d. Monitoring daily caloric intake

22. Which of the following is NOT considered best practice for students with severe disabilities?
   a. Curriculum is a longitudinal sequence of skills
c. Students are not excluded because they cannot learn a complete skill independently
   b. Inquiry-based learning
d. Objectives describe specific observable behaviors and include criteria
23. When teaching self-care skills, it is critical to:
   a. Use a layered curriculum
   b. Teach to the next environment
   c. Observe the student in a school setting
   d. Teach what the family values the most

24. One thing that is critical to avoid when toilet training a student is:
   a. Cleaning the student immediately after an accident
   b. Scheduling regular opportunities for toileting
   c. Letting a student get used to being soiled
   d. Staying near a student who is on the toilet and reinforcing eliminations

25. All of the following are prerequisite skills for teaching eating EXCEPT:
   a. Gag reflex
   b. Swallowing
   c. Closing lips
   d. Holding a spoon