

Advanced Verbal Behavior Principles for Children with Autism Post Test

Name: \_\_\_\_\_ SS# \_\_\_\_\_

Date: \_\_\_\_\_ Best Phone Contact Number: \_\_\_\_\_ ( ) \_\_\_\_\_

Name of Location you originally registered to attend this teleconference at: \_\_\_\_\_

Please fax or email the completed test if you want Act 48 hours by February 15, 2006 to: Marie Noel at: [mnoel@pattan.net](mailto:mnoel@pattan.net), or fax it to Marie Noel at 717-541-4968.

If you want ASHA CEU, you must paper mail both the test and the ASHA bubble sheet to: Marie Noel, PaTTAN, 6340 Flank Drive, Harrisburg, PA 17112. The ASHA bubble sheet cannot be faxed because it has to be an original in order to be scanned by ASHA.

Circle the letter to indicate your response to each multiple choice item. Answer the short response items as requested.

1. Which of the following is true about Applied Behavior Analysis?

*Applied Behavior Analysis is:*

- a. The use of token reinforcement
  - b. Using data to make instructional decisions
  - c. Ignoring misbehavior and rewarding appropriate behaviors
  - d. Punishment
2. Which of the following is an example of a tact?
- a. Teacher shows set of pictures to student and asks “Which one do you eat with?” Child points to or says “fork”.
  - b. Teacher says “say ball” and child says “ball”
  - c. Teacher says “A ball is something you \_\_\_\_\_.” Child responds “bounce”
  - d. Teacher at table with a plate of cookies. Child says “cookie”, teacher gives the child a cookie.
3. Which of the following statements about Verbal Behavior are *true*?
- a. Verbal Behavior is a particular teaching methodology
  - b. The verbal operants include manding, tacting and intraverbals
  - c. It is critical to establish instructional control prior to developing verbal behaviors
  - d. Both b. and c.
4. Which of the below statements regarding motivation are true?
- a. Motivation is concerned with wants, needs and desires
  - b. Motivation makes the effectiveness of reinforcers greater or lesser
  - c. The behavior term for motivation is Establishing Operation
  - d. All of the above
5. Which answer best reflects the primary unit of analysis when implementing a Verbal Behavior Approach?
- a. Mean length of utterance
  - b. Verbal operants

- c. Syntactic complexity
  - d. None of the above
6. According to B.F. Skinner, language is a learned behavior under the control of
- a. intrinsic motivation
  - b. environmental variables
  - c. verbal operants
  - d. language skills we are born with
7. When choosing language goals for children with autism based on the ABLLS, we can use the \_\_\_\_\_ as a guide.
- a. Language Acquisition Barrier Form
  - b. Reinforcer Assessment
  - c. Basic Language Assessment Form (BLAF)
  - d. Probe Data
8. The only verbal operant that directly benefits the speaker is:
- a. tact
  - b. intraverbal
  - c. receptive language
  - d. mand
9. Natural Environment Teaching (NET) is different from Intensive Teaching Training (ITT) by
- a. who initiates the activity
  - b. where it is taught
  - c. what is taught
  - d. how often reinforcement is used
10. Teaching a learner to answer questions about them self is begun at what level?
- a. Level 2
  - b. Level 5
  - c. Level 3
  - d. Level 4
11. Skinner's Analysis of Verbal Behavior looks at language by its
- a. form
  - b. reinforcement
  - c. motivation
  - d. function
12. When a teacher gives a direction for the learner to "pick up your backpack", this is an example of
- a. an antecedent
  - b. a consequence
  - c. motor imitation
  - d. an intraverbal

13. When a learner complies with the demands or requests of others, this is an example of
- a. receptive language
  - b. a mand
  - c. an intraverbal
  - d. a tact
14. Pairing should be done when working with children with language disorders
- a. just before starting to work with them only.
  - b. before and while working with them.
  - c. only for a designated time.
  - d. for an undetermined amount of time based on the learner.
  - e. both b and d
15. We can increase a learner's length of utterance according to the VB approach by
- a. working on increasing their use of the verbal operants by feature, function and class (RFFC, TFFC, IFFC).
  - b. teaching carrier phrases of "I want a...", "It's a...", "There's a..."
  - c. working on them asking and answering "wh" questions.
  - d. teaching them to say "please" at the end of a request.
  - e. both a and c

16. What purpose do flexible pivot phrases play in verbal language?

\_\_\_\_\_.

17. What are three purposes of tacts?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

18. Describe three features of teaching intraverbals.

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\_\_\_\_\_  
\_\_\_\_\_

19. List three areas in which verbal behavior principals and ABLIS goals correlate.

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