

# *Autism Initiative: Training Series*

## **Module 4: Monitoring and Evaluating Individual Progress-Conceptual Overview and Implementation**

### **Chapter 4.3: Individualization of Program Goals and Behavior Supports**

#### **Self-Assessment of Material**

1. What is a residential teaching community?
  - a. An important part of the community that helps individuals with autism to learn skills.
  - b. A place where residential homes are built that creates a larger community for day programs and educational support.
  - c. A social organization that maintains the process of normal everyday living and teaches necessary skills.
  
2. Which of the following represents one of the four barriers to effective program implementation?
  - a. Increased need for services but a decrease in staff enthusiasm.
  - b. Treatment is focused only on the elimination of maladaptive behavior.
  - c. Integration of behavior plans with an individual and group focus.
  - d. Planned composition of the residential community.
  
3. What is the importance of maintaining a positive focus on skill acquisition?
  - a. Removes the stigma from socially inappropriate behavior.
  - b. Decreases the amount of time that is spent managing challenging behavior.
  - c. Creates an environment that is culturally sensitive.
  - d. Allows for the adaptive use of skills in an unsupportive environment.
  
4. What are the four goals of behavioral support plans (select all that apply)?
  - a. Reduce positive or desirable outcomes for problem behavior.
  - b. Prevent escalation of the problem behavior to avoid harm to the individual and others.
  - c. Engage in crisis management in order to manage challenging behaviors as key treatment.
  - d. Introduce the individual to logical or natural consequences.
  - e. Encourage alternative appropriate behaviors.
  - f. Punish the skill deficits an individual continues to have after being taught specific skills.