



# IPAs+

Autism- training for inclusion

## MODULE 4 - LEVEL II Self-assessment questionnaire



**1. To develop an individual plan we use as a main framework:**

- a) Evidence based intervention programmes
- b) The last news in internet
- c) Articles you read in magazines
- d) Programmes other families are using with their children

**2. When designing an individual plan for a child it is important:**

- a) To involve the family/ the person in the assessment or the planning processes
- b) To discuss it just with the multidisciplinary team
- c) To take in consideration the weaknesses of the person to define the goals
- d) To use the practices supported by scientific knowledge

**3. The formulation of educational objectives for any individual plan must be:**

- a) Person centred
- b) Centred in the social context
- c) Determined by the needs of the family
- d) Determined by the professional opinión

**4. The assessment protocol includes tests for communication skills. They must include:**

- a) Art expression
- b) Ceramics
- c) Nonverbal communication skills
- d) Sports

**5. Types of support**

There was a greater understanding of the needs of people with autism when the policy makers and the professional change from the medical model to a social participation model of treatment. It was reflected on the multimodal types of support. Underline the one which is not a multimodal type of support:

- a) Health input
- b) Educational input

- c) Social Input
- d) **Psychiatric input**

**6. Early warning signs of autism in the child:**

- a) Speaks fluently
- b) **Poor eye contact**
- c) Very affectionate to the persons
- d) Sustaining social interaction

**7. An individual plan:**

- a) Can be used by other students
- b) It is written by the parents
- c) It doesn't need multidisciplinary information
- d) **It is specially written for that child**

**8. An individual plan:**

- a) **It is a product of information given by many persons that work or live with the child**
- b) It has not individualized tasks. They are chosen from a catalogue
- c) The interests of the student are not taken in consideration in the plan
- d) The plan is not changed at the end of the year

**9. The objectives of the plan:**

- a) **Must be planned for a short period of time**
- b) They are not observable, nor measurable
- c) They don't affect the student or the family life
- d) They don't need to be accepted by the student

**10. The European Parliament made 2 recommendations about autism. The United Nations wrote the Convention on the Rights of People with Disabilities.**

**Of the following documents there is only one that is legally binding.**

**Underline that one:**

- a) Social Model of disability and inclusion
- b) Charter of rights of people with autism

- c) UN Convention on the Rights of People with Disabilities
- d) Written Declaration on Autism

**11. The medical model of disability views disability as a problem that belongs to:**

- a) The society
- b) The human race
- c) The individual with the disability
- d) The obstacles the individual faces

**12. The social model of disability views disability as a problem:**

- a) That society must solve
- b) That belongs to the services
- c) Other people must solve
- d) The individual must solve

**13. Evidence based practices recommend four fundamental principles.**

**Underline the one which is not one of the four principles:**

- a) Individualization
- b) Structure
- c) Family participation
- d) Conceptualization

**14. Inclusion must be for all and everywhere.**

**Complete:**

- a) Inclusion in the family: with parents, siblings, grandparents.... (complete)
- b) Inclusion at school: other children, teachers.... (complete)
- c) Inclusion at work: .... (complete)
- d) Inclusion in the community: .... (complete)

**15. The multidisciplinary model of intervention articulates all the models of intervention and types of support a student with autism needs:**

**Complete:**

- a) Periodic monitoring with all the support services.... (complete)

- b) Monitoring with all the health services... (complete)
- c) With all the professionals and.... (complete)
- d) With .... (complete)

**16. Model of intervention based on the family (False/True):**

- a) Encourage parents meetings (True)
- b) Promoting skills and strengths (True)
- c) Learning how to develop strengths (True)
- d) Complains about weaknesses (False)

**17. Order the general steps to design an individual plan.**

- *Goals* must be based on the needs, strengths and interests of the person/ family, while being aware of their weaknesses (3)
- *Involve* the person/ family in the assessment and planning processes (4)
- *Consult* valid information about the person and good practices; search for training/ supervision (1)
- *Choose* adequate educational goals, according to good general principles, guidelines and scientific evidence (2)

**18. People with autism have difficulties in finding and maintain jobs. What can we do to help? Here are some examples, please write 3 more examples.**

- To give them tips to act well in the interview
- To listen to the person who makes the contract
- To apply for jobs and go to jobs interviews
- to understand how to talk to other people at work
- to have a support person to help them to stand up for their own rights at work
- to help other people at work

- .....
- .....
- .....

### **19. Assessment Protocol - Family functioning**

Needs and strengths of family members are essential:

- for the development of the best possible intervention strategies
- for the training of parents
- for the training of siblings
- for the teaching of skills

### **20. Knowledge of how the family functions as a system helps to:**

- foster communication and establish bridges among its members
- change the roles of the members of the family
- establish communication with the child with autism
- teach language skills