

Uniquely Human Quiz

Below is a copy of the quiz that will need to be completed using the Google Forms link you received in your email. This copy is designed for you to use as you are reading along. You can mark the answers down after each chapter if you prefer.

- For the following 59 questions, please select the best answer according to the book *Uniquely Human* and author Dr. Barry Prizant.
- You will need a score of 80% to pass and receive CEU credit. You will have 3 attempts to pass. If you do not pass an attempt, use the same link and start the quiz again.
- You also need to complete the evaluation (which is a separate google form) before your CEU request is submitted.
- Contact theCEUshop@gmail.com with any questions.

Author's note & Preface

1. The SCERTS Model (2006) is an educational and treatment framework that prioritizes the following domains to focus on with autistic individuals:
 - a. Behavioral conditioning, behavior modification, and compliance
 - b. Social communication, emotional regulation, and transactional support
 - c. Assimilation to social norms, emotional regulation, sensory differences
 - d. Speech therapy, physical therapy, and occupational therapy
2. The book *Uniquely Human* uses identity first language. The following term(s) are an example of identity first language:
 - a. autistic
 - b. on the autism spectrum
 - c. person with autism
 - d. a & b

Introduction

3. At the time of publishing (2022), the U.S. Centers for Disease Control estimated that how many school children were on the autism spectrum:
 - a. 1 in 22
 - b. 1 in 44
 - c. 1 in 100
 - d. 1 in 1500
4. Examples of "autistic behavior" include:
 - a. Arm flapping
 - b. Nail biting
 - c. Jumping up and down
 - d. There is no such thing as autistic behavior, only human behavior.
5. Which of the following **is not** a central message of this book:
 - a. The behavior of autistic children and adults isn't random, deviant, or bizarre.
 - b. The things autistic people say are not meaningless or "nonfunctional".
 - c. Autism is an illness that can be cured with the correct therapeutic approach.

- d. The best way to help a person on the autism spectrum change for the better is to change ourselves [neurotypical people] – our attitudes, our behavior, and the types of support we provide.

Chapter 1

- 6. The deficit-checklist approach to autism has many problems. Which of the following **is not** a problem with the deficit-checklist approach:
 - a. It treats the person as a problem to be solved and to be fixed rather than an individual to be understood.
 - b. It relies on evaluators to listen carefully and observe closely, which can be challenging to replicate between different evaluators.
 - c. It ignores the fact that their neurological differences mean autistic people learn, communicate, and experience everyday life differently.
 - d. It neglects the importance of listening and paying close attention to what the person is trying to tell us, whether through speech or patterns of behavior.
- 7. Research has documented much higher rates of _____ in autistic individuals who were subjected to deficit-checklist and compliance-training approaches.
 - a. Anxiety
 - b. Employment
 - c. Marriage
 - d. Independent Living
- 8. Which of the following **is not** a strategy that was mentioned to help with regulation:
 - a. Presence and proximity of a trusted person
 - b. Habitually eating the same foods
 - c. Controlling both sides of a conversation
 - d. Unexpected change, such as surprising the class with a guest speaker

Chapter 2

- 9. Which of the following **is not** true about echolalia?
 - a. Echolalia is one of autism's defining characteristics.
 - b. Echoing only happens within an hour of hearing the word or phrase.
 - c. Echolalia can be a meaningful type of communication.
 - d. Echolalia can take on the accent of the original word or phrase.
- 10. A common pattern of echolalia is:
 - a. Persistent use as a young child that lessens over time, and pops back up in times of challenging circumstances.
 - b. It is most commonly used when a child enters kindergarten.
 - c. It typically becomes more common over time until a child only speaks in echos.
 - d. Is not used in childhood, and is most common in adulthood.
- 11. Namir's parents responded positively to much of his language being snippets from *Peter Pan* by doing what?
 - a. Using behavioral therapy to reduce/extinguish phrases from *Peter Pan*
 - b. No longer allowing Namir to watch *Peter Pan*
 - c. Encouraging and honoring his interest by buying *Peter Pan* toys and playing with him
 - d. Working with his teachers to discourage the use of phrases from *Peter Pan*

Chapter 3

12. Eddie's teacher used his enthusiasm for license plates to develop a school project for him. This is an example of:
 - a. How enthusiasms are socially unacceptable
 - b. How using enthusiasms in school can lead to academic and social progress
 - c. How enthusiasms are annoying
 - d. How enthusiasms interfere with the ability to do well in school
13. As many as _____ of autistic people demonstrate high level natural talents of gifts, known as savant skills. One example would be hearing a song once, and then being able to replay it on a piano.
 - a. 3%
 - b. 15%
 - c. 50%
 - d. 90%
14. Enthusiasms can become:
 - a. A way to connect with others
 - b. A lifelong hobby
 - c. A career
 - d. All of the above

Chapter 4

15. Dr. Prizant tells the story of visiting Derek. Derek previously had greeted Dr. Prizant enthusiastically, but one year when Dr. Prizant arrived, Derek was anxious and resisted Dr. Prizant's attempts to engage. The reason Derek acted this way was:
 - a. Derek was mad at something Dr. Prizant said at their last visit.
 - b. Derek had a bad day at school.
 - c. In the past, Dr. Prizant visited Derek in September, but this year he visited in October.
 - d. Derek's siblings were being loud and causing dysregulation.
16. Autism can be understood as a disability of trust. For autistic people, this can mean trouble trusting _____.
 - a. Their bodies
 - b. The world around them
 - c. Other people
 - d. All of the above
17. An example of not being able to trust the world leading to anxiety, even for neurotypical people, was:
 - a. 2019 baseball world series
 - b. The Covid-19 pandemic
 - c. The finale of the TV show *Friends*
 - d. The 4th of July holiday
18. Which of the following is **not true** about people with a "low arousal bias?"
 - a. They are often thought of as "good kids" and are well behaved.
 - b. They may move and react more slowly than others.
 - c. Their feelings are difficult to read.

- d. It is easy to predict when they are about to have a meltdown.
- 19. Autistic people have a _____ threshold to feel fear, and it takes _____ to trigger a strong emotional response.
 - a. Lower; less
 - b. Lower; more
 - c. Higher; less
 - d. Higher; more
- 20. Examples of exerting control, in response to fear and anxiety, include:
 - a. Not speaking
 - b. Talking incessantly about a deep interest
 - c. Smiling
 - d. a & b
- 21. What can we do to help autistic people foster trusting relationships?
 - a. Acknowledge attempts to communicate.
 - b. Be dependable, reliable, and clear.
 - c. Celebrate their successes.
 - d. All of the above

Chapter 5

- 22. The book tells the story of Dr. Prizant working with a student named Bernie when he was six or seven years old. Dr. Prizant visited Bernie's school again when Bernie was about 18-years old. When Bernie saw him he proclaimed, "It's Barry! Now let's sit down and tie our shoes," which is something they had worked on about a decade before. This is an example of:
 - a. The powerful impact of emotional memory on autistic people
 - b. How Dr. Prizant is uniquely memorable
 - c. The school preparing Bernie for this visit
 - d. Bernie's special interest in tying shoes
- 23. Emotional memories can have a particularly powerful impact on autistic people because:
 - a. Autistic people have a powerful ability to remember the past.
 - b. Autistic people often have accumulated more stressful experiences than their peers without autism.
 - c. a & b
 - d. None of the above
- 24. Some of the children discussed in Chapter 5 were scared to meet with Dr. Barry because:
 - a. They had previous appointments with Dr. Barry and didn't like him.
 - b. They had previously met other doctors and associated the name "doctor" with negative emotional memories, such as shots.
 - c. They disliked the car he drove.
 - d. They wanted to keep playing video games.
- 25. The brain processes emotional memories in the _____.
 - a. Amygdala
 - b. Corpus Callosum
 - c. Cerebellum
 - d. Pons

26. Research on _____ has led to valuable lessons about how to help autistic people cope with and manage negative emotional memories.
- Bipolar disorder
 - Post-traumatic stress disorder (PTSD)
 - Oppositional defiant disorder
 - Schizophrenia
27. Which of the following are clue(s) supporting that negative emotional memories are the root cause of a person's behavior?
- The behavior does not seem related to something you can observe.
 - The person consistently expresses fear or anxiety in relation to a particular person, place, or activity.
 - The person engages in echolalia, repeating words or phrases linked to the stress experienced in relation to a person, place, or activity.
 - All of the above
28. The most important factor in helping an autistic person cope with negative emotional memories is to:
- Acknowledge and validate their experience and provide emotional regulation.
 - Ignore the issue and provide a distraction.
 - Provide reassuring statements like "oh, you don't need to worry about that."
 - Tell them why they shouldn't feel scared.
29. Creating a life full of positive memories is a very helpful strategy in creating positive emotional memories. Parents and professionals can do that by:
- Offering choices instead of exerting control
 - Honoring the child's strengths
 - Making learning fun and joyful
 - All of the above

Chapter 6

30. Posting visual diagrams of the sequence of steps used to eat at a self-serve restaurant is an example of:
- Auditory supports
 - Executive-function supports
 - Emotional supports
 - Relational supports
31. Autistic people tend to interpret language literally. This can make it challenging to understand:
- Street signs
 - Written contracts
 - Sarcasm
 - School Rules
32. People should be as clear and direct as possible in their communication with autistic people. One tool that can help with that is:
- Using "comprehension checks"
 - Using metaphors in conversation
 - Using subtle hints while communication

- d. Including idioms in conversation
- 33. Misunderstanding social situations and behavior can cause:
 - a. Frustration
 - b. Unhappiness
 - c. Anxiety
 - d. All of the above
- 34. It is common for Dr. Prizant to work with schools that are reporting that a student is being aggressive, noncompliant, or manipulative. After working with the student, he often finds out the issue is:
 - a. The teacher doesn't understand the student and unobservable factors are at play.
 - b. The student is innately aggressive.
 - c. The student is innately noncompliant.
 - d. The student is innately manipulative.
- 35. Which of the following statements regarding how autistic people experience emotions is **false**?
 - a. Autistic and neurotypical people experience the same full range of emotions.
 - b. Autistic people report their feelings may be magnified.
 - c. Autistic people may struggle to understand and express feelings.
 - d. Autistic people lack emotion.
- 36. A goal of working on enhancing social understanding is to:
 - a. Improve eye contact.
 - b. Make autistic students indistinguishable from their neurotypical peers.
 - c. Improve social competence, self-esteem, and confidence to lessen misunderstandings and stress.
 - d. Improve grades in school.
- 37. One of the highest priorities of the autistic self-advocate community is to be able to:
 - a. Live independently.
 - b. Live their lives being their authentic selves.
 - c. Eliminate the term Asperger's syndrome.
 - d. Require parenting classes for parents of autistic children.

Chapter 7

- 38. One characteristic of professionals who seem unable to connect with autistic people and are often the source of a person's dysregulation, is:
 - a. They focus on discipline and consequences without asking the "why" question.
 - b. They share control with the autistic person.
 - c. They have advanced academic degrees.
 - d. They are very flexible in their approach.
- 39. Dr. Jill Calder describes professionals who do a great job working with autistic people as having the "It Factor." Which of the following trait(s) are shared by many of the people with the "It factor?"
 - a. Empathy
 - b. Sensitivity
 - c. Humor

- d. All of the above
40. When providers focus on a “deficit-checklist” or “problem behaviors” approach, it **mistakenly** emphasizes:
- a. A complete picture of the actual person
 - b. A “Normative” notion of how a person should behave
 - c. A rich understanding of the unique, distinctive individual
 - d. The person’s interest and personality
41. Within the school setting, IEP stands for:
- a. Individualized Education Program
 - b. Individualized Education Pathway
 - c. Identified Educational Program
 - d. Identified Educational Progress

Chapter 8

42. Dr. Prizant states that he has learned the most in his career at:
- a. Workshops across the world
 - b. Classrooms across the United States
 - c. An annual weekend retreat with parents of autistic people
 - d. Home visits with families that include autistic family members
43. One of the most common bits of advice from more experienced parents compared to newer ones is:
- a. Get a lawyer involved in the Individual Education Program (IEP) process as early as possible.
 - b. Pick your battles and prioritize where to direct your time, energy, and your emotional and fiscal resources.
 - c. Always defer to the professional (teacher, doctor, therapist, etc.) over your own instinct.
 - d. Develop a boilerplate response for challenging situations and do not deviate.

Chapter 9

44. Dr. Temple Grandin is a famous autistic self-advocate and one of the first people to publish on the first-hand experience of living on the autism spectrum. She published her first book *Emergence: Labeled Autistic* in what year:
- a. 1950
 - b. 1986
 - c. 2001
 - d. 2015
45. Autistic self-advocate Ros Blackburn explains that when she has strong emotional reactions and panic attacks she loses the ability to communicate through speech and cannot tolerate being in social situations. Her advice to those with her when she becomes extremely dysregulated is to:
- a. Don’t speak but pat her on the back.
 - b. Make sure she is safe but support her in silence; support her with presence.
 - c. Ask her if she is doing okay.
 - d. Bring her a glass of water.

46. Autistic self-advocate Michael John Carley was an outspoken critic when the American Psychiatric Association was considering eliminating Asperger's Disorder as an official diagnosis, a change that was ultimately made. One reason he was concerned about this change was:
- He thought Asperger's was a better diagnosis than autism.
 - It would make accurate diagnosis more difficult.
 - It gave autistic people too strong of a voice in developing policy.
 - A & C

Chapter 10

47. All autistic individuals should work hard towards the long-term goal of:
- Living independently
 - Becoming financially independent
 - Assimilating to neurotypical peers
 - Whatever feels meaningful to that individual

Chapter 11

48. When considering when to disclose an autism diagnosis to the person with the diagnosis, the best reason is:
- The autistic individual reached the age of 18.
 - Knowing one's diagnosis can foster self-understanding and enhance self-esteem.
 - The parent or caregiver is embarrassed by a behavior and wants to explain why.
 - To get better insurance coverage.
49. A 2020 study found that people who don't identify with the gender they were assigned at birth are _____ times as likely to be autistic as cisgender people.
- 1 to 2
 - 3 to 6
 - 8 to 10
 - 12 to 15
50. When working with non-speaking autistic people it is essential to:
- Presume competence
 - Presume low IQ
 - Presume if they can't speak, they can't understand
 - Direct conversation only to their parents or caregivers

Chapter 12

51. _____ is the eighth sensory sense, the one that helps you feel your body and inner organs and tells you when you're hungry, thirsty, tired, in pain, or other sensations.
- Interoception
 - Interception
 - Vestibular
 - Proprioception
52. Conner's Law is a Virginia statute passed in 2015 that:
- Mandates hearing screening in schools.
 - Requires police officers to receive training on autism.
 - Allows single parents of adults with disabilities to receive child support.
 - Requires public parks to be fenced in.

53. Autistic self-advocate Jordyn Zimmerman earned a degree in education policy from Ohio University. She is nonspeaking and started learning to communicate using a text-to-speech app on an iPad at age:
- 5
 - 15
 - 18
 - 30

Chapter 13

54. Which statements are true regarding “recovery” from autism:
- Whether recovery from autism is possible, or even desirable, remains an open question.
 - Pursing autism recovery as a singular goal can be emotionally and financially exhausting for parents and stressful for autistic children and adults.
 - Parents and caregivers should be cautious of enrolling in expensive therapies that claim “recovery” from autism is likely, given their interventions.
 - All of the above
55. When autistic students are pushed too hard in school by stressing academic achievement over instilling happiness, it can lead to:
- Stress, which actually makes learning harder
 - School refusal
 - Child shutting down
 - All of the above

Frequently Asked Questions

56. Which of the following is true regarding high-functioning autism?
- High-functioning autistic people are more emotionally regulated.
 - There is clear criteria to diagnose someone with high-functioning autism.
 - The term high-functioning autism is imprecise.
 - High-functioning autism refers to a person’s ability to speak.
57. At what age do you expect to stop seeing meaningful developmental progress for autistic individuals?
- 3 years old
 - 5 years old
 - 18 years old
 - There is no specific age when autistic people stop making developmental progress.
58. The best learning environment for an autistic student is:
- Home school
 - A fully, inclusive classroom in a public school
 - Private school
 - Each individual student may benefit from any of the above learning environments.
59. Which of the following is an example of an autistic person “masking”:
- Wearing a clown mask to school on Halloween
 - Hiding behind furniture in a new place

- c. Engaging in small talk when one does not want to
- d. Covering any logos on a clothing item in masking tape