Case Studies in Abnormal Psychology 11th edition Oltmanns Test Bank

SKU: 9781119504795-TEST-BANK

Test Bank Chapter 1: Autism Spectrum Disorder

Testing the Student's Knowledge of the Case

1. Sam Williams' parents first started suspecting that something was not right about their son when he:
a) Was 6 months old because he never made any sound at all, even crying.
b) Was born with an abnormally small head.
c) Was 2 years old because he was slower to sit up and crawl and his developmental progress seemed uneven.
d) He started kindergarten and his teacher told them that he seemed to be behind the other children.
Answer: c

2. What unusual behavior did Sam Williams have?
a) He seemed afraid of food.
b) He clung to his sister and his parents all throughout the day and had to be touching somebody at all times.
c) He frequently vomited food up onto his dinner plate.
d) He frequently flapped his hands rapidly for several minutes.
Answer: d

3. What did Sam Williams do related to the ceiling fan in their house?
a) He called it his friend.
b) He was terrified of it, and if his parents ever turned it on, he would become completely panicked and begin to scream.
c) He sat mesmerized, watching it spin for hours at a time, and had temper tantrums if it was turned off.
d) He would try to reach it to touch it, moving chairs and furniture in an attempt to climb up to it.
Answer: c

4. When handed a toy car, Sam Williams would:
a) Pretend he was driving it, making car noises with his mouth.
b) Spin the wheels around and around.
c) Scream in terror.
d) Try to eat it.
Answer: b

5. Sam Williams was ____ old when he started in the day-treatment program.
a) not even one year
b) one year
c) four years
d) ten years
Answer: c

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6. Sam Williams' day-treatment program was based on:
a) Improving the attachment between parent and child.
b) Cognitive behavioral approaches.
c) Providing an enriched educational environment to stimulate brain development.
d) Operant conditioning principles.
Answer: d

7. Sam Williams' teachers positively reinforced Sam's behavior with:
a) A grape.
b) Television.
c) Music.
d) Time on the playground.
Answer: a

8. His teachers taught Sam Williams' to:
a) Sit up.
b) Make eye contact.
c) Stop taking off his clothes.
d) Stop biting his tongue.
Answer: b

9. As part of his treatment program, Sam Williams' teachers worked on his ability to:
a) Read at a 2nd grade level.
b) Spell simple words.
c) Pronounce complex words clearly and understandably.
d) Point to the picture of the object they named.
Answer: d

10. As part of his treatment program, Sam Williams' teachers worked on his ability to:
a) Dress himself.
b) Identify which outfit he preferred to wear that day.
c) Put together an outfit that matched.
d) Choose clothing that was appropriate to the weather of that day.
Answer: a

11. As part of his treatment program, Sam Williams' teachers worked on his ability to:
a) Climb up onto a chair.
b) Ask for his needs in a calm manner.
c) Use the toilet instead of a diaper.
d) Climb on a jungle gym.
Answer: c

12. As part of his treatment program, Sam Williams' teachers worked on his:
a) Ability to keep food in his mouth when he ate and not let it fall to the floor.
b) Ability to eat without showing fear.
c) Ability to drink from a cup and eat with a fork.

d) Willingness to try foreign and novel foods.
Answer: c

13. As part of his treatment program, Sam Williams' teachers worked on his ability to:
a) Ask other children about their feelings.
b) Show appropriate affection to other children.
c) Engage in cooperative play with other children.
d) Tolerate being in the same room as other children without trying to choke them.
Answer: c

14. An intelligence test revealed that Sam Williams' overall IQ score was in the:
a) Low average range.
b) Severely intellectually disabled range.
c) Average range.
d) Gifted range.
Answer: b

15. Sam Williams got in trouble on the school bus because he:
a) Was fighting with the other children.
b) Tried to climb out the window while the bus was moving.
c) Kept getting out of his seat and bit the bus driver.
d) Was urinating in his seat.
Answer: c

16. What medication was tried for Sam Williams' behavior problems but did not work?
a) Haloperidol, a powerful antipsychotic
b) Ritalin, a stimulant medication
c) Prozac, an antidepressant.
d) Xanax, an antianxiety medication
Answer: a

17. What was the outcome of Sam Williams' treatment?
a) He was less likely to have a tantrum or engage in self-stimulatory behavior, but remained socially isolated.
b) He was able to rejoin his same-aged peers in a regular classroom setting.
c) He was a great treatment success, and nearly all symptoms of autism spectrum disorder were cured.
d) He started to get worse as the result of treatment, so it was discontinued.
Answer: a

18. What did the treatment team decide to squirt in Sam Williams' mouth when he started to scream during a temper tantrum?
a) Tabasco sauce mixed with water
b) Pure lemon juice
c) A strong salt water solution
d) Room temperature Coca-Cola

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Answer: a

19. Explain how Sam Williams' teachers used operant conditioning to accomplish treatment goals.

20. Describe Sam Williams' symptoms of autism spectrum disorder.

21. Explain how punishment was used to address one of Sam Williams' treatment goals.

22. How did Sam Williams' symptoms of autism spectrum disorder change from infancy to preschool age to 7 years of age?

Testing the Student's Understanding of the Case as it Relates to the Research Evidence

23. Many parents report that their children with autism spectrum disorder were good as babies because:
a) They were good eaters.
b) They were very affectionate and cuddly.
c) As babies, they didn't tend to place any demands on their parents.
d) They smiled a lot at their parents.
Answer: c

24. Many children with autism spectrum disorder:
a) Have superior language abilities.
b) Never learn to speak.
c) Are behind on vocabulary but tend to put words together in creative and original ways that indicate an artistic talent.
d) Become angry if nobody will listen to their detailed and elaborate stories.
Answer: b

25. What is the role of genetics in the etiology of autism spectrum disorder?
a) Genes are not causally related.
b) No research on the genetics of autism spectrum disorder has been conducted.
c) Genes are entirely responsible for causing autism spectrum disorder.
d) Genes are definitely one of the causal factors.
Answer: d

26. What does the research say about the relation between vaccines and autism spectrum disorder?
a) Vaccines cause autism spectrum disorder.
b) Vaccines are one of several ways to develop autism spectrum disorder.
c) There is a weak link that suggests a relationship; more research is needed to be sure.
d) Vaccines do not cause autism spectrum disorder.
Answer: d

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27. Savant syndrome, which although rare, sometimes occurs in people with autism spectrum disorder. Savant syndrome is:
a) Fear of being touched or in close proximity to any other person.
b) Stunting of growth resulting in very short stature.
c) A fatal complication in which the heart suddenly stops beating.
d) An unusually good ability in a specific area of functioning, such as memory or art.
Answer: d

28. What is the drawback of behavior therapy for autism spectrum disorder?
a) It is very complex and difficult to perform.
b) Research has not shown it to be effective.
c) It is time consuming and slow.
d) Its techniques cannot be taught to parents.
Answer: c

29. What environmental factor is NOT thought to be related to autism spectrum disorder?
a) Pesticides in food
b) Food coloring in processed food
c) Insecticides
d) Neurotoxins in air pollution
Answer: b

30. Intervention for autism spectrum disorder:
a) Is most effective when it is intensive and begins when the child is young.
b) Dramatically improves the child's social functioning but not their language.
c) Is too expensive to be worth it.
d) Is not necessary for the child to function normally as an adult.
Answer: a

31. Research using mice to model the development of symptoms associated with autism spectrum disorder in people has involved:
a) Mutation with a deletion in the Ptchd1 gene that changes the action of the neurotransmitter GABA.
b) Social rejection of mice pups by the mouse mother.
c) Prenatal exposure to pesticides and other neurotoxins.
d) Infection with bacteria shortly after birth that produces the uneven pace of development sometimes seen early in life.
Answer: a

31. Explain what research shows about the relationship between autism spectrum disorder and childhood vaccines. Why was it thought there could be a link?

32. Describe different reasons that might explain why the numbers of children diagnosed with autism spectrum disorder are increasing.

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33. Discuss some of the abnormalities in the speech of children with autism spectrum disorder.