

## Session 2 Study Guide: Antecedent Components of CPRT

1. Which of the following is not one of the 5 *antecedent* components of CPRT?

- A. Clear and appropriate instruction
- B. Direct reinforcement
- C. Shared control
- D. Multiple cues (broadening attention)

2. What are two methods to help gain and keep your student's attention?

3. What makes an instruction clear and appropriate?

4.

	Definition	Example
Maintenance task		
Acquisition task		

5. Shared control advocates providing choices for your student, what are three opportunities to incorporate student choice?

1. \_\_\_\_\_ 2. \_\_\_\_\_
3. \_\_\_\_\_

6. Why is providing multiple cues beneficial for students with autism?

7. What is "high fidelity"?

## Session 2 Answers: Antecedent Components of CPRT

1. Which of the following is not one of the 5 *antecedent* components of CPRT?

- A. Clear and appropriate instruction
- ☒ B. Direct reinforcement
- C. Shared control
- D. Multiple cues (broadening attention)

2. What are two methods to help gain and keep your student's attention?

Answer: 1. Choose motivating activities, 2. Be close, fun and engaging, 3. Keep it natural

3. What makes an instruction clear and appropriate?

Answer: When it's easy for the student to understand, and is at, or just above the student's developmental level. It should also be uninterrupted.

4.

	Definition	Example
Maintenance task	Task student has mastered and can complete consistently and easily	Counting to 10
Acquisition task	Task that is new or continues to be difficult for student	Counting past the number 10

5. Shared control advocates providing choices for your student, what are three opportunities to incorporate student choice?

Answer: 1. Incorporate preferred materials 2. Follow student's lead

3. Incorporate turn-taking

6. Why is providing multiple cues beneficial for students with autism?

Answer: Students with Autism often suffer from stimulus overselectivity.

7. What is "high fidelity"?

Answer: High fidelity is reached when the treatment is correctly implemented as it is intended to be.