**Post-test for Education Programs**

Date: XX/XX/XXXX

Form# X

Form Approved

OMB No. 0920-XXXX

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***Please circle the correct answer:***

|  |
| --- |
| 1. **To be diagnosed with Tourette Syndrome (TS), a person must have which of the following?**
 |
| 1. Motor and vocal tics for less than 12 months
 | 1. Motor and vocal tics for at least 12 months
 |
| 1. Motor or vocal tics for at least 12 months
 | 1. Motor, but not vocal tics for greater than 12 months
 |
| 1. **Which of the following is *not* true regarding tic expression?**
 |
| 1. Tics wax and wane in frequency and intensity
 | 1. Tics tend to get worse into adulthood for most people with TS
 |
| 1. Every student’s tics may be different
 | 1. Onset is typically between the ages of 5 and 6
 |
| 1. **Which of the following is not a type of a tic that is commonly seen?**
 |
| * 1. Eye blinking
 | 1. Throat clearing
 |
| * 1. Saying curse words or using socially inappropriate language
 | 1. Facial grimacing
 |
| 1. **Which of the following disorders are more likely to co-occur in children with TS than in children without TS?**
 |
| 1. Obsessive Compulsive Disorder (OCD)
 | 1. Attention Deficit/Hyperactivity Disorder (ADHD)
 |
| 1. Learning Disorders
 | 1. Asthma
 |
| 1. a, b, and c,
 | 1. all of the above
 |
| 1. **The following are ways that Tourette Syndrome impacts classroom learning:**
 |
| 1. Motor tics can interfere with and slow down reading and writing
 | 1. Concern about how peers and teachers respond can increase anxiety
 |
| 1. The effort of suppressing tics can distract a child
 | 1. All of the above
 |
| 1. **Which of the following is a true statement about positive and proactive support?**
 |
| * 1. Positive and proactive support for children with Tourette Syndrome can maximize the ability to learn
 | * 1. Positive and proactive support does not have an effect on how children function because Tourette Syndrome is genetic
 |
| 1. **Which of the following is NOT an effective strategy to enhance learning children with Tourette Syndrome as reviewed in this workshop?**
 |
| * 1. Giving extended time on tests and assignments
 | 1. Enhancing the use of computers and other assistive technologies
 |
| 1. Eliminating all homework
 | 1. Allowing the use of scribes
 |
| 1. **Which is better for a child with Tourette Syndrome?**
 |
| 1. IEP
 | 1. 504 Plan
 |
| 1. It depends on the level and type of services that the student needs
 | 1. Neither an IEP or 504 plan is appropriate for a student with TS
 |
| 1. **The most appropriate IEP classification for a student with Tourette Syndrome according to the IDEA is:**
 |
| 1. Emotional disturbance
 | 1. Mental Retardation
 |
| 1. Other health impaired
 | 1. Traumatic brain injury
 |
| 1. **Which of the following are examples of positive approaches schools can follow in serving student with TS?**
 |
| * 1. The teacher, student, parents and school team work together to develop classroom adaptations
 | * 1. Establishing a punishment system for when the student’s tics interfere with classroom activities
 |
| * 1. Offering the student the opportunity to conduct a peer in-service
 | * 1. Early recognition of tics and TS in the school
 |
| 1. A, c,d
 | 1. All of the above
 |

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