
1. Fragile X Syndrome results from …
   A. the mutation of a single gene FMRI on the X syndrome.
   B. a repetitive sequence of trinucleotides CGG that expands above 54 (the unaffected level).
   C. methylation and transcriptional silencing of the gene by eliminating the protein product FMRP.
   D. All of the above

2. The protein product, FMRP is critical for …
   A. providing nutrition to the body.
   B. experience-dependent learning.
   C. its effects on the maturation and pruning of synapses.
   D. B and C

3. The FMRI pre-mutation or full mutation can have increased levels of…
   A. messenger ribonucleic acid.
   B. FMRP.
   C. the X chromosome.
   D. maturation and pruning of the synapsis.

4. The absence of studies investigating the effect of program that teach increased parent verbal responsiveness on the language development of children with FXS is concerning, since FXS is…
   A. affecting expressive language.
   B. the leading inherited form of intellectual disability.
   C. contributing to behavioural difficulties.
   D. enhancing attention span.

5. Which issues are faced by children with FXS that negatively affect their communication efficiency?
   A. Restriction in interest in exploring the environment
   B. Repetitive behaviours, hyperarousal and inattention preventing sustained exploration of objects
   C. Escape maintained challenging behaviours interfering with meaningful participation in daily routines
   D. All of the above
6. The prevalence of FXS is higher in …
   A. boys.
   B. girls.

7. Why does responsive verbal language input facilitate early language learning?
   It assists in …
   A. maximizing cognitive and attentional resources to learn language.
   B. making correspondence between words and their referents explicit.
   C. decreasing parental verbal responsiveness.
   D. traditional structured language intervention.

8. Techniques of responsive verbal language input consist of …
   A. structured instruction from parent to child.
   B. specific time slots on a daily basis to practice language input and output.
   C. providing prompt responses contingent upon the child’s focus of attention.
   D. directing verbal communication responses of the child.

9. Which behavioral characteristics of boys with FXS contribute to optimal interactions for language learning?
   A. Cognitive delays and significant delays in language development
   B. Hyperactivity and attention difficulties
   C. Anxiety, withdrawal, aggression and self-injury
   D. None of the above

10. Up to ____ of boys and men with FXS display behaviours that are frequent and severe enough to warrant a comorbid diagnosis of an ASD.
    A. 50%
    B. 60%
    C. 70%
    D. 80%

11. Mothers of children with FXS are…
    A. carriers of the *FMRI* pre-mutation or full mutation.
    B. less likely to exhibit symptoms of anxiety and depression.
    C. of better psychological health than mothers of children with other disabilities.
    D. likely to increase verbal responsiveness towards children.

12. It is likely that the ____________ of boys and men with FXS contributes to language delays.
    A. chromosome deficiency
    B. FMRP
    C. behavioural phonotype
    D. access to limited communication partners.
13. Repetitive behaviours, hyperarousal and inattention may have a restrictive influence on language development, because it could …
   A. enhance active exploration of the environment.
   B. restrict interest in actively exploring the environment.
   C. increase noticing, exploration, and learning functions of objects in the environment.
   D. enhance sustained object engagement and properties and use of objects.

14. Escape-maintained challenging behaviors may interfere with _____ that support language learning.
   A. meaningful participation in daily routines
   B. directive verbal tasks from mothers
   C. unmaintained verbal responsiveness of mothers
   D. positive parent-child interaction

15. What was the main motivation for using video-teleconferencing in this intervention?
   A. To form a support group for caretakers of children with FXS
   B. To reduce travelling time to therapies
   C. To promote language intervention in a naturalistic environment
   D. All of the above

16. The goal of parent-implemented language interventions would be to…
   A. increase the proportion of their directive interactions.
   B. increase the proportion of their responsive interactions.
   C. increase the proportion of their one on one time at home.
   D. All of the above

17. Telepractice may optimise the timing, intensity, and sequencing of _____, leading to improved functional outcomes of children.
   A. intervention content
   B. engaging with partners
   C. expanding communication modes
   D. all of the above

18. One of the foremost advantages of internet-based delivery approaches is…
   A. relying on speech as the primary means of communication.
   B. the potential to reach all individuals for whom an intervention is intended.
   C. assisting communication partners to respond immediately.
   D. generating significant linguistic content in a condensed time and space.

19. During this study, the intervention lasted
   A. 12 weeks.
   B. 14 weeks.
   C. 16 weeks.
   D. 18 weeks.

20. Findings of this study provide preliminary support for the efficacy of the distance delivery format.
A. True
B. False