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| **Event Information Form for Educational Activity Organizers** |

**Information about Activity Organizer**

Organization name:

Contact person:

Address:

Telephone:

Email:

Website:

**Information about Activity**

Title:

Date of activity:

Location (facility, city, state):

Type of activity:

Description:

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| **1. Who will make up your training audience?** |

To answer this question, start with the general description of your audience and work toward the specific:

* Example/General Description: Professionals providing assistive technology services.
* Example/Specific Description: Assistive technology specialists, OTs, PTs, SLPs, RESNA members and ASHA members.
* Note: individuals with disabilities and family member are always welcome to attend activities.

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| **2. What type of training do they need?** |

To answer this question, describe the training that is needed:

* Example: Training related to evidence on state-of-the-art assistive technology used across the lifespan.
* Example: Training on the assessment of augmentative and alternative communication (AAC) systems for children with autism.
* Example: Training on family-focused services and the values and expectations of AAC/AT consumers and families.

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| **3. Why do they need this training? (Justification for holding the learning event)** |

 To answer this question, be specific:

* Example: Professionals need to maintain being current on the evidence and assistive technology products as interventions for individuals with severe disabilities.
* Example: Professionals need to build knowledge and skills to conduct assessments for AAC systems that result in improved performance and outcomes for children with autism.
* Example: Professionals need to know how to apply family-focused services when providing AAC/AT and be able to identify the values and expectations of their clients/students and families.

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| **4. What qualifications are required for the instructors?**  |

To answer this question, be specific about the related work experience, educational background or any special licensing required in becoming an instructor:

* Example: Must have 3 years experience as a professional working in an area of AAC, AT, rehabilitation or special education.
* Example: Must have 5 years experience as a professional conducting AAC/AT assessments along with experience conducting AAC/AT assessments with children with autism.
* Example: Must have 3 years experience as a professional with a focus on family-centered AAC/AT services or be a family member or AAC/AT end-user.

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| **5. Who will be involved in curriculum design and instruction?** |

To answer this question, provide brief biosketches for all presenters, instructors and/or curriculum designers. Biosketches may include professional credentials, related experiences and/or justification for instructor qualifications. If a separate attachment is preferred, please write “see attached”.

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| **6. What type of training facility will be needed to do this training effectively?** |

To answer this question, describe the minimum requirements of the facility necessary to train this skill or this curriculum effectively. (Sometimes, it is a good idea to draw the seating arrangement if a special configuration is needed):

* Example: A hotel conference center with a variety of seminar rooms that comfortably seats up to 100 adults with a heating/air conditioning system that can be regulated upon request, computer station that allows presenter to link to a projector for a PowerPoint® and video clip presentation that can be easily seen by all sighted participants, handheld and/or desktop mounted microphones and quality amplification system; tables and chairs can be easily moved and reconfigured; adequate lighting and easy access to bathroom facilities.
* Example: A heated/air conditioned classroom that comfortably seats up to 60 adults with a heating/air conditioning system that can be regulated by the instructor, computer station linked to a PowerPoint® projector that can be easily seen by all sighted participants, microphones available for amplification, theater style seating arrangement; adequate lighting and easy access to bathroom facilities.
* Example: A heated/air conditioned university classroom that comfortably seats up to 30 adults with a heating/air conditioning system that can be regulated by the instructor, computer station linked to a PowerPoint® projector that can be easily seen by all sighted participants, tables and chairs can be easily moved and reconfigured; adequate lighting and easy access to bathroom facilities.

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| **7. What type of equipment/materials will be used to teach this learning event?** |

To answer this question, describe every single piece of equipment and all materials you will need to teach this learning event from pencil and paper to computers to special software, to AAC devices, switches, and other types of assistive technology. Describe any technological support required to use necessary equipment. Describe the reference material/resources used which will contribute to the content of the training.

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| **8. How will equipment used for this event be maintained?** |

To answer this question, please describe how equipment is kept up-to-date and in working order.

* Example: Laptop computers and projectors used for presentations are checked prior to the start of the event to ensure necessary programs and connections are working properly. A variety of back-up adaptors are available to instructors should they experience difficulty in connecting their laptop to the projector system. Technological/AV support is available on-site should equipment malfunction prior to or during the event.
* Example: Speech generating devices used during the training are regularly updated by technical support staff. All devices used during the training are charged and turned on prior to the start of the event. When they are not being used, devices are kept in a temperature-regulated, locked, storage room to ensure their working order and availability for use.

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| **9. What type of training methods will be utilized (estimate the percentage of time that you will be using each method)?** |

To answer this question, describe the teaching methods that will be used over the course of the learning event, this will help you make certain you incorporate different teaching methods in your learning event. The information below is just a reminder of the teaching/training methods available to you. Note: Adults have a strong preference for hands-on training, so whenever hands-on training is appropriate, incorporate it.

* Auditory training – lectures, question and answer, discussions, debates, panel discussions
* Visual training – books, photographs, models, slides, films, video clips
* Kinesthetic training – “hands-on”, teaching that incorporates “touch”
* Combination of kinesthetic, visual, and auditory training – like role plays, interactive computer courses.

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| **10. What are the learning outcomes for this event?** |

To answer this question, please list the learning objective/s you have established for the learning event. Learning outcomes should be derived from the identified needs (as described in items 1-3), objective/measurable and appropriately matched to instructional methods.

For large conferences, overall learning objectives should be established; each session should have learning objectives that are keyed to the overall learning objectives. Learning objectives must be made available to learners prior to or upon the start of the learning event.

* Example (large conference): Participants will be able to
	+ 1. Participate more fully as a member of an interdisciplinary team.
	+ 2. Identify a variety of current assistive technologies.
	+ 3. Discuss practical applications of assistive technologies for persons with disabilities.
* Example (seminar, workshop, webinar or online course): Participants will be able to
	+ 1. List the 3 most common language representation methods used in AAC.
	+ 2. Define alphabet-based, single-meaning and multi-meaning symbol systems.

 You must also include a short quiz to demonstrate that the participants have acquired an understanding of the learning objectives set out at the start of the course. Presenters will inform participants at the start of their session(s) about the quiz and provide them with a handout containing specific instructions. Participants will be asked to complete the quiz at the end of the learning activity or online at the AAC Institute website and achieve a score of 80% or better in order to obtain their CEU(s).

* A format of multiple choice, true/false and/or fill in the blank questions should be used.
* We recommend that the length of quiz be commensurate with the learning objectives, yet able to be completed in one sitting.
* An answer key must also be provided.

For additional information on writing learning objectives, please visit:

<https://aacinstitute.org/how-to-write-ceu-objectives/>

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| **11. How will learners be assessed on their ability to meet the learning objectives and what performance criteria must be met in order for learners to successfully complete/pass the training?** |

To answer this question, describe how you will determine that learners have acquired the skills established in the learning objectives, and what is the established performance criteria.

* Example: Assessment- At the conclusion of each conference session, the instructor will remind learners of the learning outcome/s. Each learner requesting IACET CEUs will participate in a Q & A with the instructor.
* Example: Assessment- At the conclusion of the seminar, learners will be given quizzes with multiple choice and fill-in-the-blank questions that directly assess their ability to meet each learning objectives. Learners will need to achieve at least a 80% in order to earn IACET CEUs.

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| **12. How will learners be given feedback on their ability to have met the learning objectives?** |

 To answer this question, please describe how learners will know whether or not they have mastered the established learning objectives.

* Example: During the final question and answer period, instructors will provide feedback on the learners’ understanding of the material.
* Example: Quizzes will be scored by instructors. Participants who have not met passing criteria of 80% or greater will be prompted to retake the quiz after clarification. Participants who have not passed and do not wish to retake the quiz will not be added to the completion list and granted CEUs. Participants who have passed the quiz will be added to the course completion list and will be granted CEUs confirming their passing score/participation.

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| **13. What is the time frame necessary to complete this training?** |

 To answer this question, get into detail. Let the participants know the exact time and dates of the learning event. Give the number of hours, the days of the week, the times, the beginning of the learning event and the end.

* Example: This conference (name it) will begin June 3, 2011, and end on June 5, 2011. It will be taught for 6 hours on Thursday and Friday and 4 hours on Saturday from 9:00 am – 4:00 pm on Thursday/Friday and 9:00 am – 1:00 pm on Saturday.
* Example: This workshop (name it) will take place over 2 consecutive days, beginning on Thursday, October 11, 2012 and ending Friday, October 12, 2012. The workshop begins promptly at 8:30 am each day and ends at 5:00 pm. Participants will be dismissed as soon as they complete the final evaluation.
* Example: This educational activity is a one-time only event, and will take place on Saturday, September 15, 2012 from 9:00am to 3:30pm. Since participants will work in small groups after the introduction, no one will be admitted after 9:30 am.

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| **14. What is the estimated cost of developing this learning event?** |

 To answer this question, be as detailed as necessary. If the information on this form has to go to an advisory committee or to other managers for the learning event to get the green light, give them the details they need to make a decision. If you are the person controlling the purse strings, you will still need to know what this course is going to take out of your budget.

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| **15. What will you charge per participant to attend and complete this learning event?** |

 To answer this question, let us know the cost to learners along with your expected profit margin. *As a nonprofit organization, the AAC Institute frequently offers educational activities at no cost or low cost. We do not make a profit on our activities.*

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| **16. What supports will be available for instructors and learners?** |

 To answer this question, please provide a description of all support services available to participants and event staff prior to, during and after the event (including registration, signage, instructions, resources/services available, etc) which make the event/curriculum accessible and pleasurable. Please describe how individuals are notified about these supports.

* Example: Learners are provided with information about the event and instructions on how to register in an email newsletter. Once they’ve arrived at our website, contact information is provided for any questions or issues that need to be attended to. Support staff is available throughout the conference and can be found either at the help desk, walking around the facility wearing staff shirts or by email. Support staff carries walkie talkies to communicate efficiently with one another. Support staff is responsible for providing technological, informational and physical supports. Signage and schedules are used to direct learners and instructors to all necessary locations. Seating is available throughout all sessions and in designated areas throughout the exhibit hall. Contact information is provided in the event program for learners to be able to seek assistance should they need it after the conclusion of the event.

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| **17. How will financial/proprietary interests of instructors/presenters be disclosed?** |

 To answer this question, please provide financial/propriety interest disclosure statements for all presenters/instructors and describe how these statements will be disclosed to participants prior to the start of the event. When presenters/instructors do not have financial/proprietary interests related to the material to be presented, a statement of no financial/proprietary interest should be given.

* Example: Mary Smith is the CEO of SpeechGeneratingDeviceX Inc. She receives a small honorarium for giving this presentation.
* Example: Dr. Jones has no proprietary interest in any product, instrument, device, service, or material discussed in this course. He was not compensated for his authorship of this course.