**In order to receive CEUs please complete both sections.**

**Putting it Into Practice: Taking What You’ve**

**Learned & Applying It Successfully**

**June 16-18, 2015**

**Evaluation Form**

**Underline** the answer that you wish to indicate.

1. Content of the materials presented was: Not Useful Neutral Useful
2. Duration of the presentations was: Too Long About right Too Short

3. Research evidence and outcomes data were used to support the presentations: Disagree Neutral Agree

4. I think the impact of this work on my clients who use assistive technology will be: Adverse Neutral Beneficial

1. I was provided with feedback on my ability

to master the learning objectives: Disagree Neutral Agree

1. The information I learned will support my

ability to collect data and measure outcomes

as part of my evidence-based practices: Disagree Neutral Agree

1. I think the following could be improved: \_\_\_\_\_\_
2. I think the following was particularly good / useful: \_\_\_\_\_\_\_\_\_\_\_\_
3. In my assessment, my continuing education needs that relate to achieving the most effective communication for my clients who use assistive technology include the following: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. **Underline** items if you are 1) a member of ASHA; 2) a teacher; 3) an OT; 4) a PT; 5) a member of RESNA; 6) an ATP; 7) an ATS; 8) other: \_\_\_\_\_\_\_\_\_\_\_

**Putting it Into Practice: Taking What You’ve**

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**June 16-18, 2015**

Learning Assessment Form

Please answer the following questions:

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Completion of this quiz is a requirement to receive CEUs for attending this seminar. Circle the correct answer to each question. You must pass with 80% correct to be eligible for CEUs.

1. Which of the following statements about core vocabulary is **not** true?
   1. Core vocabulary is a statistical concept related to overall vocabulary frequency.
   2. Core vocabulary is made up of easily pictured concepts such as people, places or things.
   3. Core vocabulary is essential for language development.
   4. Core vocabulary is consistent across demographic groups, activities, conversational topics and clinical populations.
2. A direct representation of an object or concept is considered:
   1. Primary Iconicity
   2. Secondary Iconicity
   3. Translucent
   4. Opaque
3. In comparing a language-based display to a needs-based display we find that:
   1. Language-based displays have vocabulary for objects in specific environments
   2. Language-based overlays are based on staff intuitions and are designed for specific needs.
   3. Language-based displays assume a multiplicity of pages with special words on each page connected to a topic, environment, or activity.
   4. Language-based displays have vocabulary that supports communication in all environments.
4. When targeting language development in children with various physical, psychological, and cognitive disabilities, which of the following is true?
   1. We can access a body of research that provides evidence regarding effective intervention strategies for each disability.
   2. Typical language development along with consideration of individual client needs and good clinical judgment provides an effective organization for language intervention with these children.
   3. Teaching language is instinctive for speech-language pathologists and an organizational scaffold is not necessary.
   4. Children who use AAC devices don’t need to learn language specifically. They just need to be able to express their wants and needs.
5. Motor automaticity can be defined as:
   1. The ability to do something without conscious thought.
   2. The ability to conceive, plan and carry out a skilled, non-habitual motor act.
   3. A mental process by which the individual simulates movement.
   4. The trial and error process of adjusting movement to new demands.
6. Which of the following is true with regard to motor plans?
   1. A well-developed motor plan allows people to perform actions with conscious thought.
   2. People with CP, TBI, cognitive impairments and neuro-degenerative conditions depend on motor plans to perform simple movements to a greater degree than their non-disabled peers.
   3. Motor planning is a form of motor learning described as a process of acquiring and restoring movement skills.
   4. Motor plans enable an individual to sequence the steps of novel gross motor activities.
7. Which of the following is NOT a communication partner strategy discussed by the presenters:
   1. Aided Language Stimulation
   2. Pausing and waiting
   3. Replacing questions with comments
   4. Labeling new environments
8. What is a conversational recast?
   1. A repetition of an utterance made by the AAC user in a corrected or expanded form.
   2. A turn-taking strategy that provides the AAC user with multiple conversational turns per topic.
   3. A “do-over” of a previous conversation used as an instructional tool to teach specific language structures.
   4. A strategy in which a communication partner models a sentence and has the AAC user repeat it.
9. Which of the following was NOT one of the side effects the presenters identified in training school staff?
   1. Increased advocacy for the student to have his/her device.
   2. Increase in programming of personalized vocabulary into students’ devices.
   3. Increased ownership of communication partner roles by school staff.
   4. Increased presence of a language-rich and communication-rich environment.
10. Which of the following is NOT true about individuals with Profound Multiple Learning Disabilities (PMLD)?
    1. They have more than one disability, one of which is a significant cognitive impairment.
    2. Their sensory skills (vision and hearing) are within normal limits.
    3. They have a frequently have complex medical needs.
    4. They have complex communication needs, many times requiring the use of an AAC system and/or strategies.
11. One advantage of using a Minspeak® language-based system with students with PMLD is that
    1. There are a number of pages that enable students to access vocabulary through categorization strategies.
    2. Minspeak® systems provide visual scenes with pre-programmed sentences so students have access to contextually appropriate language.
    3. Icons remain in fixed locations, so students do not need to navigate from one page to another to access vocabulary.
    4. New vocabulary can be programmed by adding new pages to the system.
12. What is Core Scanner™?
    1. An auditory scanning feature that highlights core words within the students’ lexicon.
    2. A system of switches that enables students with PMLD to access the various versions of Unity® through visual and auditory scanning.
    3. A language program that provides access to core and fringe vocabulary using scan arrays that are based on frequency of usage.
    4. A progressive language program specifically designed for individuals with PMLD that enables them to build vocabulary without learning new motor patterns for the vocabulary they have already learned.
13. How is the Realize Language™ tool beneficial for individuals for use Minspeak® AAC systems?
    1. It provides a record of the vocabulary that the student has used and allows for analysis of data in terms of frequency and usage.
    2. It provides a language curriculum useful for teaching the first 150 core words.
    3. It provides a means of monitoring the programming changes made to the system.
    4. It provides access to the most commonly occurring sentences in the English language for use in AAC.
14. Which of the following is NOT a goal of video self-analysis?
    1. To identify what staff members need in order to be successful as communication partners.
    2. To recognize successful implementation of communication partner strategies among staff and commend them for their work.
    3. To collect data on the number of different words the student has used during a session.
    4. To teach staff members about successful and ineffective communication partner strategies.
15. Which is true about the participation model for students who use AAC?
    1. It incorporates the conditions of remembering, understanding, applying, analyzing, evaluating, and creating.
    2. All students who use AAC must be given the opportunity to compete for grades in the classroom.
    3. It was designed to teach peers to interact with AAC users during classroom projects.
    4. It was developed to describe the degree to which students who use AAC interact with their peers in the general education classroom.
16. Which of the following is **not** a component of descriptive teaching?
    1. Students are taught to define key concepts using high frequency vocabulary.
    2. Curriculum words are programmed into the AAC device weekly.
    3. Language is modeled during instruction to support learning.
    4. Students can generate appropriate responses based on their level of language development.
17. Which of the following is a strategy that can enable students who use AAC to be successful with curriculum tasks developed around Bloom’s Taxonomy?
    1. Descriptive teaching of curriculum concepts
    2. Programming curriculum words into the device.
    3. Minimizing the amount of participation so that the student is not pressured to perform.
    4. Ask parent to complete homework with child to supplement vocabulary that is not in the device.

Please note any suggestions for improving this activity in terms of learning value.