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

**2015 IDEAS Conference**

**June 1-5, 2015**

**CEU 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: \_\_\_\_\_\_\_\_\_\_\_

**2015 IDEAS Conference**

**June 1-5, 2015**

Learning Assessment Form

 Please answer the following questions:

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

**Please answer the following questions to the best of your ability by either choosing the appropriate answer or true or false.**

1. Assistive Technology strategies to support individuals with disabilities include:
2. Increasing anxiety.
3. Giving the student assistive technology the first time you meet them.
4. Identifying the students’ assistive technology needs.
5. None of the above.
6. Assistive Technology solutions to support individuals with disabilities include:
7. Identifying the students assistive technology needs.
8. Allowing the student to try out technology.
9. Providing the student’s professional team with training.
10. All of the above.
11. Apps that can help support individuals with disabilities in the classroom and throughout the transition process are:
12. Apps for communication.
13. Apps for organization.
14. Apps for scheduling.
15. All of the above.
16. It’s appropriate to use more than one assistive technology funding resource to pay for a device.

 True\_\_\_\_\_\_\_\_ False\_\_\_\_\_\_\_\_

1. Self or student led IEP's are not an important part of a student's role.

 True\_\_\_\_\_\_\_\_ False\_\_\_\_\_\_\_\_

1. An appropriate assistive technology strategy includes a feature matching approach.

 True\_\_\_\_\_\_\_\_ False\_\_\_\_\_\_\_\_

1. There is not an alternative financing program for assistive technology in Georgia.

 True\_\_\_\_\_\_\_\_ False\_\_\_\_\_\_\_\_

1. When identifying technology solutions for students in the classroom it’s important to include devices that are:
2. Easy to maintain
3. Portable
4. Include accessible manuals/training materials
5. All of the above
6. Which of the following representations can be necessary for abstract reasoning?
7. Visual
8. Tactile
9. Language
10. All of the above
11. The principles of Universal Design for Learning or UDL can bolster student success in the classroom.

 True\_\_\_\_\_\_\_\_ False\_\_\_\_\_\_\_\_

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