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

**How to Teach and How to Get Children to Learn Early Language Skills**

**August 24-25, 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: \_\_\_\_\_\_\_\_\_\_\_

**How to Teach and How to Get Children to Learn Early Language Skills**

**August 24-25, 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. B. F. Skinner defines verbal behavior as:
	1. One person expressing an intention that another person share attention with her to some third entity.
	2. Any movement in any form that achieves its effect (i.e., operates) on the environment through the behavior of some other person.
	3. The construction of subject-verb-object utterances.
	4. When a person can speak with meaning and purpose.
6. B. F. Skinner’s four primary elementary verbal relations are:
	1. Verb islands, imitative learning, entrenchment, and abstraction
	2. Pointing, conventional gestures, intentions and shared attention
	3. Echoic, Mand, Tact, and Intraverbal
	4. John, Paul, George and Ringo
7. Tiemann’s and Markle’s Learner Outcome Table is comprised of three types of learning relations:
	1. Imprinting, spatial cognition, and language development
	2. Psychomotor (the How), Simple Cognitive (the When), and Complex Cognitive (the WOW)
	3. Prescriptive, descriptive, and proscriptive
	4. Ginger Baker, Jack Bruce, and Eric Clapton
8. Psychomotor or Differentiated Relations include the following basic, linked, and combined relations:
	1. Pointing, Gesturing, and Pressing
	2. Deductive, Inductive, and Productive
	3. Crosby, Stills and Nash
	4. Single Responses, Chains and Kinesthetic Repertoires
9. A concept is defined as:
	1. A single unit where each something possesses key properties that cause us to treat all these things alike, even though at the same time, there are differences among these stimuli.
	2. The movement of a person or of a person’s body part ina frame of reference provided by the person or by various external objects or fields.
	3. The learner’s differentiation between all the things that are included in a set.
	4. The learner’s use of the same response for a new example.
10. A concept has two types of attributes, including
	1. Sedimentary and Igneous
	2. Critical and Variable
	3. Mandatory and Optional
	4. Cognitive and Psychomotor
11. 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.
12. 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.
13. 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.
14. 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.