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

**Organizing Language and Literacy Instruction for Learners**

**who use AAC: Goal Driven Planning and Instruction**

**April 19-21 2016**

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

**Organizing Language and Literacy Instruction for Learners**

**who use AAC: Goal Driven Planning and Instruction**

**April 19-21, 2016**

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. 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.
6. 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.
7. 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
8. Which of the following is not true of effective AAC instruction, just as it is not true of effective literacy or math instruction?
   1. It is systematic.
   2. The same educational strategies work for all students.
   3. It is guided by assessment.
   4. It follows a sequence of incremental goals.
9. A child is most likely to remember a personal event if:
   1. The adult talks to the child about the event before it happens.
   2. The adult talks to the child about the event while the event is happening.
   3. The adult talks to the child about the event after it happens.
   4. The adult and child talk about the event together while it is happening or right afterward.
10. Which of the following is not true about explicit learning targets?
    1. They start and end each lesson.
    2. They reflect the essence of a standard.
    3. They are not shared with the students, but simply direct instruction for the teacher.
    4. They ensure goal-driven instruction.
11. 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.
12. According to ASHA, which of the following is true about developing goals and objectives that align to the Common Core State Standards?
    1. Speech-language pathologists must develop grade-level goals and objectives that can be mastered with the 185-day school year.
    2. Speech-language pathologists must develop socially oriented goals for students who use SGDs given that grade-level material will be too challenging for them to master.
    3. Speech-language pathologists must use a prescriptive model to determine comprehension goals across the curriculum including science, social studies, language arts and math.
    4. Speech-language pathologists must use a developmental model and target skills that promote growth beyond the current levels of performance to the eventual attainment of grade-level standards.
13. Which of the following IEP objectives is appropriately written to address language development in the context of the Common Core State Standards?
    1. Given a visual prompt, the student will greet ten peers and staff members at the start of each day with 80% accuracy.
    2. Given a page of lesson specific vocabulary words, the student will answer questions using curriculum vocabulary words with 80% accuracy.
    3. Given a visual model, the student will generate a S-V-O response to questions about fictional and non-fictional text with 80% accuracy.
    4. Given a field of three, the student will identify the most correct math term to complete an equation with 80% accuracy.
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. Emphasizing the use of high-frequency vocabulary to complete academic tasks and discuss a variety of 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.