In order to receive CEUS you must

complete both sections

**Top Ten List! Using Technology for Students with ASD for Successful Educational Programming!**

**April 28, 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:
2. The information I learned will support my ability to collect data and measure outcomes as part of my evidence-based practices:

Disagree Neutral Agree

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: .

Top Ten List! Using Technology for Students with

ASD for Successful Educational Programming!

April 28, 2016

Learning Assessment Form

 In order to pass a participant must score an 80% or higher

Please answer the following questions:

1. What is the number one intervention strategy for successful programming for students with ASD?

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2. Self-regulation intervention should include the following?

A. Consult with an SLP

B. Direct instruction when student is experiencing anxiety, in real-life situations.

C. Breaks given only when the student deems it is necessary.

D. Student access to a quiet area / safe spot / home base

3. Students with ASD need direct 1:1 adult support so that they can be successful in school environments.

 \_\_\_\_\_\_\_\_\_True \_\_\_\_\_\_\_\_False

4. List three positive behavioral intervention and supports for students with ASD.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. What are the benefits of using visual supports for students with ASD?

A. To increase dependence upon adults

B. As receptive communication tools to increase comprehension and understanding of tasks, activities, an environmental expectations.

C. To prevent change from occurring to lessen student anxiety

D. All of the above

6. High interests of students with ASD should be incorporated into academics and other activities to increase attention and motivation.

 \_\_\_\_\_\_\_\_\_\_True \_\_\_\_\_\_\_\_False

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

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