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

**Developing Language with People Using Minspeak® Systems**

**May 17-19, 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: \_\_\_\_\_\_\_\_\_\_\_

Developing Language with People Using Minspeak® Systems

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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. In designing an AAC system for a person with complex communication needs, the presenter believes which of the following?
   1. The person’s only AAC system should be a manual communication board.
   2. The person’s AAC system should be a multi-modal communication system.
   3. The person’s AAC only system should be a speech generating device.
   4. The person’s only AAC system should be an app in a mobile technology device.
8. When designing a low-tech system to build AAC and language skills for a high tech system, which is NOT a recommended strategy?
   1. Use the same/similar pictures on the low-tech system that is used in the anticipated high tech system.
   2. Use key visual strategies on the low-tech system (such as color coding) that is used in the anticipated high tech system.
   3. Approximate the architecture on the low-tech system that is used in the anticipated high tech system.
   4. Utilize photographs given that they best represent meaningful items in the client’s life.
9. Which is a NOT strategy for building icon associations recommended by the presenter?
   1. Conduct interactive experiences using props.
   2. Tell stories or sing songs about each icon the uses the ideas represented by an icon.
   3. Have the students draw the icons and explain icon rationales to each other.
   4. Draw out word webs or family trees that start with an icon.
10. The Targeted Ten Approach, as described by the presenter, is used for which of the following purposes?
    1. Targeting 10+/- people for training on the operation of the AAC device or app.
    2. Targeting 10+/- core vocabulary words in a classroom lesson.
    3. Targeting 10+/- opportunities to model vocabulary in a day.
    4. Targeting 10+/- visual support materials to make for your classroom.
11. According to the presenter, what is one of the most powerful teaching strategies for promoting development of syntax and morphology?
    1. Use flashcards of core vocabulary words in drill & practice routines.
    2. Provide aided language input (modeling) of target language structures.
    3. Send practice worksheets home for homework with the parents.
    4. Use computer programs or apps for independent practice of target language.
12. Which is the least authentic writing activity for a beginning writer using an AAC system?
    1. Write a TO DO list for a party you are planning
    2. Write an email to a pen pal
    3. Write an essay on different types of poetry for extra credit in class
    4. Write a note home to mom and dad telling about a class trip
13. 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.
14. 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.
15. 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.