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

**Putting It Into Practice: Taking What You’ve Learned and Applying It Successfully**

**June 21-23, 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: \_\_\_\_\_\_\_\_\_\_\_

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June 21-23, 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. 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. Which of the following may impede successful implementation of core vocabulary?
   1. Beginning with a small team of professionals
   2. Immediately starting to implement a program with as many classes as possible.
   3. Discussing your constructive feedback with administrators.
   4. Giving brief presentations to service providers.
8. It is helpful if core vocabulary materials developed for beginning communicators includes the following component:
   1. As many core words as possible
   2. Complex sentence structure
   3. An element of humor
   4. As many pictures on a page as possible.
9. Which of the following is NOT a potential barrier to successful AT training for clinicians?
   1. Easily accessible supports
   2. Staff empowerment
   3. Vacations
   4. Topic specific supports
10. Which is a programmatic support created at Children’s Hospital of Richmond that could assist with staff training?
    1. Video Webinars
    2. AT Traveling Lunch and Learns
    3. Journal Club
    4. Rounding
11. Which is a programmatic support created at Children’s Hospital of Richmond that could assist with caregiver training?
    1. AT Recipes for Success
    2. AT Gold Stars
    3. Team Talkers
    4. Talking with Technology
12. What are three possible components that can be used to roll out a district-wide core vocabulary initiative?
    1. Standard CWB, AAC Camp, and school-based trainings
    2. Weather, colors, and days of the week
    3. Text to speech software, word prediction and social media
    4. Teachers, principals and para-professionals
13. At what stage is a child learning to combine two words?
    1. Conversational Stage
    2. Emerging Language Stage
    3. Before-words Stage
    4. Partner-supported Stage
14. In the RTI Model, in what tier do core vocabulary supports fall?
    1. Tiers 1 and 2
    2. Tiers 3 and 4
    3. Tiers 2 and 3
    4. Tiers 1 and 3
15. What is communicative content?
    1. The communicator’s message and reason for communicating.
    2. The communicator’s understanding of what his or her partner has said.
    3. The ability to point to a picture on a communication board.
    4. The message a teacher has for her class during morning circle.
16. What is the Core Vocabulary Exchange System™?
    1. A high-performance speech-generating device.
    2. A low-tech exchange-based system.
    3. A static communication board.
    4. A mid-tech speech-generating device with changeable displays.
17. What is the primary benefit of the Core Vocabulary Exchange System™?
    1. It enables the user to make long sentences due to the variety of symbols.
    2. There are a lot of symbols available enabling the user to communicate about a variety of different topics.
    3. It provides access to high-tech symbol activation via a blue-tooth connection.
    4. It is a 2-way exchange of information between communication partner and receiver
18. How can you integrate the Core Vocabulary Exchange System into therapy and daily routines?
    1. Provide the CVES to the child during structured routines but remove during unstructured routines.
    2. Only implement using ABA techniques
    3. You can individualize therapy by customizing strategies to the child’s needs, such as using a reinforcement assessment, backward chaining, aided language input and/or masking symbols.
    4. Never mask symbols
19. 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.
20. 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
21. 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.