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

**Use of Objective Measures for Assessment in AAC and University Practice: AAC Coursework and Preservice Training**

**December 6-8, 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: \_\_\_\_\_\_\_\_\_\_\_

**Use of Objective Measures for Assessment in AAC and University Practice: AAC Coursework and Preservice Training**

**December 6-8, 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. Evidence of a core vocabulary set has been found:
   1. Only among adult speakers of the English language.
   2. Across populations including typical speakers of all ages and individuals with physical and/or cognitive impairments.
   3. Solely amidst children with a common classroom teacher and adults working in large groups.
   4. Across populations of young children but fading as they reach adolescence.
5. Aided language input is essential to language development in individuals who use AAC because:
   1. It gives them an opportunity to use their device.
   2. It gives their communication partners the opportunity to learn where vocabulary is in the device.
   3. It models operational skills which are important in device use.
   4. Provides the student with a visual and auditory representation of how language is encoded within their AAC system.
6. Why is it important to use objective measures to assess and determine an appropriate AAC system?
   1. To prevent abandonment of AAC devices
   2. There is no need to use objective measures.
   3. To determine the number of words the AAC user knows.
   4. To identify which device features the individual prefers.
7. Why is it important to have objective measures to conduct ongoing assessment?
   1. There is no need for such evidence
   2. To obtain continued funding for intervention in AAC
   3. To prevent AAC users from playing with their devices
   4. To determine whether or not the device is being used in school or at home.
8. 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.
9. 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.
10. Which statement is NOT true for adult learners?
    1. They are given frequent breaks
    2. They are provided a lecture format for extended periods of time
    3. They are provided with experiential activities
    4. They are provided with a multi-modal learning experience.
11. Which of the following areas were NOT found to be common in course syllabi
    1. Case-based method of instruction
    2. High/Mid/Low-tech systems
    3. Lab/Project
    4. Vendor presentations
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.