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

**Practical Strategies for Effective AAC Instruction**

**February 14-16, 2017**

**CEU Evaluation Form**

**Underline/highlight/circle** 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: \_\_\_\_\_\_\_\_\_\_\_

**Practical Strategies for Effective AAC Instruction**

**February 14-16, 2017**

Learning Assessment Form

Please answer the following questions:

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Completion of this quiz is a requirement to receive CEUs for attending this seminar. Underline/highlight/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. What percentage of language use is comprised of core words?
   1. Approximately 50%
   2. Less than 25%
   3. More than 75%
   4. 100%
6. Which of the following is **NOT** a core word?
   1. Batman
   2. out
   3. mine
   4. go
7. 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 that are important in device use.
   4. Provides the student with a visual and auditory representation of how language is encoded within their AAC system.
8. When using aided language stimulation, how many words beyond the user’s current language output should you model?
   1. 1-2 words
   2. 2-3 words
   3. 3-4 words
   4. 4-5 words
9. 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.
10. Where should AAC services be listed in the IEP?
    1. Present Educational Levels
    2. Related Services
    3. Supports for School Personnel
    4. Goals and Objectives
11. What is **NOT** a reason that we generally do not name AAC systems in the IEP?
    1. The system may not be effective in certain environments.
    2. It’s illegal to name a manufacturer in an IEP
    3. The system may break and the replacement may not be the exact same system
    4. The system may run out of power
12. Which of the following activities is **NOT** likely to be an engaging way to teach language to those learning AAC?
    1. Wind-up toys
    2. Sound effects apps and toys
    3. Worksheets
    4. Book reading activities
13. Which type of app is most flexible and re-usable for use as engaging stimuli with AAC users?
    1. Apps developed for the “masses” (apps not created specifically for children with disabilities)
    2. Text to Speech apps
    3. Apps developed specifically for children with disabilities that are intended to target learning outcomes.
    4. AAC apps
14. Which of the following is **NOT** an excellent resource of engaging and inexpensive lesson plans for teaching language to AAC users?
    1. Pinterest
    2. AAC Language Lab
    3. PRC Handout entitle Core Vocabulary Studies and Core Word Activities
    4. Twitter
15. 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.
16. 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.
17. 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.