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

**Implementing Core Vocabulary in the Classroom**

**May 3-4, 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: \_\_\_\_\_\_\_\_\_\_\_

 **Implementing Core Vocabulary in the Classroom**

**May 3-4, 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 is **not** a myth about AAC.
	1. AAC is a last resort in speech intervention.
	2. Individuals who use AAC can learn language.
	3. Children must have certain set of skills to benefit from AAC.
	4. AAC hinders speech development.
2. 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.
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. Which of the following is an **not** outcome for communication partners who provide aided language stimulation?
	1. They model shorter utterances.
	2. They use the device with the student but don’t speak.
	3. They model language at a slower rate.
	4. They recognize gaps in core vocabulary availability.
6. 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.
7. 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.
8. According to ASHA, which of the following is true about developing goals and objectives that align to the Common Core State Standards?
	1. Speech-language pathologists must develop grade-level goals and objectives that can be mastered with the 185-day school year.
	2. Speech-language pathologists must develop socially oriented goals for students who use SGDs given that grade-level material will be too challenging for them to master.
	3. Speech-language pathologists must use a prescriptive model to determine comprehension goals across the curriculum including science, social studies, language arts and math.
	4. Speech-language pathologists must use a developmental model and target skills that promote growth beyond the current levels of performance to the eventual attainment of grade-level standards.
9. Which of the following IEP objectives is appropriately written to address language development in the context of the Virginia Standards of Learning?
	1. Given a visual prompt, the student will greet ten peers and staff members at the start of each day with 80% accuracy.
	2. Given a page of lesson-specific vocabulary words, the student will use each in a sentence with 80% accuracy.
	3. Given a visual model, the student will generate a S-V-O response to questions about fictional and non-fictional text with 80% accuracy.
	4. Given a field of three, the student will identify the most correct math term to complete an equation with 80% accuracy.
10. 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. Emphasizing the use of high-frequency vocabulary to complete academic tasks and discuss a variety of 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.