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

**Communicative Competence for ALL Students:**

**How We Did It**

**July 11-13, 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: \_\_\_\_\_\_\_\_\_\_\_

**Communicative Competence for ALL Students:**

**How We Did It**

**July 11-13, 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. spatula
   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. 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.
11. When modeling, it’s important to:
    1. Modify what you say to use only words on the student’s board.
    2. Prompt the student to point to the words as you say them.
    3. Point to one or two key words in each sentence.
    4. Model at least once a week.
12. Which one is a true statement about play?
    1. There is no relationship between play and language.
    2. All children know how to pretend play.
    3. Adults should not get involved with children’s play.
    4. During play, adults can model and teach language.
13. What is a fun way to do writing?
    1. Props boxes
    2. Magnetic Core
    3. Bucket Balance Scale
    4. Shaker Bottle
14. Three activities that represent decontextualization from a story are:
    1. Listing story characters, playing a tic-tac-toe game at the end of the story, calling friends to tell them what is being read
    2. Cooking, art, and movement activities related to the story
    3. Reading books related to the school curriculum, taking tests about the story theme, asking adults questions about the story
    4. Developing vocabulary lists, using nouns that are used in the storybook, providing options for fill-in-the-blank questions
15. One reason for using storybook reading to promote narrative development is:
    1. Stories aren’t “real” so they can be talked about easily.
    2. Stories have many elements similar to narrative language, such as expressing a relationship between two separate events.
    3. If you can read a storybook, you can talk just like it is written.
    4. Students can learn to start a conversation with “Once upon a time…”
16. 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.