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

**Ongoing Assessment that Guides Intervention and**

**Develops Communicative Competence**

**October 31 – November 2, 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: \_\_\_\_\_\_\_\_\_\_\_

**Ongoing Assessment that Guides Intervention and**

**Develops Communicative Competence**

**October 31 – November 2, 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. What is one component of services provided to individuals using AAC that is important in development of communicative competence?
	1. Implementing a speech and language therapy program that includes at least 2 sessions per week
	2. Developing goals that reflect academic lesson knowledge
	3. Providing vocabulary that is selected for participation in activities
	4. Implementing effective training plans that reflect meaningful and measurable language learning outcomes
12. How can a performance profile of an individual who uses an AAC system be optimally used to focus intervention planning?
	1. To develop appropriate objectives based on current and desired performance
	2. To demonstrate therapist performance
	3. To establish grade level performance
	4. To provide documentation of developmental levels in speech and language
13. The following is NOT an identified skill area of learning that contributes to the development of communicative competence using AAC:
	1. linguistic
	2. operational
	3. developmental
	4. strategic
14. What is the first component in the cycle of any “continuum of care”?
	1. Determine a best/preferred intervention
	2. Assessment to determine a baseline
	3. Assess success of an intervention
	4. Implement an intervention
15. An individual’s performance profile is LEAST helpful for the following comparisons:
	1. Comparing performance using different AAC systems
	2. Comparing performance with different communication partners
	3. Comparing performance when eating different lunches provided at school
	4. Comparing performance in different environments
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.