In order to receive CEUS you must complete both sections

**Toolkit for Transition: Using Assistive Technology to Support the Transition to Postsecondary Education February 22, 2018**

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:
2. The information I learned will support my ability to collect data and measure outcomes as part of my evidence-based practices:

Disagree Neutral Agree

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: .

Toolkit for Transition: Using Assistive Technology to Support the Transition to Postsecondary Education

February 22, 2018

Learning Assessment Form

In order to pass a participant must score an 80% or higher.

Underline/highlight/circle the answer that you wish to indicate.

Please answer the following questions:

1. In order to successfully prepare for college, students transitioning should be able to do which of the following?
	1. Know the name of their disability and be able to say it
	2. Know the impacts of their disability and be able to talk about them
	3. Know what supports, including Assistive Technology, have been successful for them in K-12
	4. All of the Above
2. Students are encouraged to take what tool to gauge their level of general Assistive Technology knowledge so they better know their preparedness when meeting with prospective colleges?
	1. Toolkit for Transition (T4T)
	2. Wisconsin Assistive Technology Inventory (WATI)
	3. Quality Indicators for Assistive Technology-Post Secondary (QIAT-PS)
	4. Assistive Technology Inventory Checklist
3. Sections 504 of the Rehabilitation Act of 1973 applies to both the K-12 and the Higher Education environment for people with disabilities.

\_\_\_\_\_\_\_\_\_\_True \_\_\_\_\_\_\_\_\_\_False

1. A student’s Individual Education Plan or 504 Plan will follow them to college, with the student receiving these same accommodations in both environments.

\_\_\_\_\_\_\_\_\_\_True \_\_\_\_\_\_\_\_\_\_False

1. What are the four main areas of difference between K-12 and Higher Education?
	1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Continued…..

1. Why are colleges and universities being asked to use technology instead of humans when providing accommodations to students?

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Please note any suggestions for improving this activity in terms of learning value.

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