In order to receive CEUS you must complete both sections

**Core Vocabulary Overview and Tips for Starting Your Own Core Initiative**

**March 5, 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: .

Core Vocabulary Overview and Tips for Starting Your

 Own Core Initiative

March 5, 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. Core vocabulary is at least 80% of the words we speak, write, and read. \_\_\_\_\_\_\_\_\_\_True \_\_\_\_\_\_\_\_\_\_False
2. List at least 2 reasons why we would target core vocabulary with our students with complex communication needs?
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Name 3 steps to starting your own core vocabulary initiative.
	1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. What is one way you can adapt core to meet the needs of a student with Cortical Visual Impairment, and Quadriplegic Cerebral Palsy?
	1. Picture exchange core
	2. Core board on a voice output device
	3. Partner assisted core
7. When using core based communication systems, why do you want to keep the words in the same place?
	1. It would be too much work to change it up.
	2. It is important for students to learn the motor planning for quick access to communication.
	3. It looks better that way.

Continued…

1. What type of student is core vocabulary good for?
2. Students that are non-verbal
3. Students at risk for developing speech
4. Students with language processing disorders
5. All of the above

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_