In order to receive CEUS you must complete both sections

Partner Skills Tips and Strategies to Support Your Students That Use Core Boards and Devices

May 7, 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: .

Partner Skills Tips and Strategies to Support Your Students That Use Core Boards and Devices

May 7, 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. Using the student’s device to talk to them is the number one thing you can do to teach your student to use their device.

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

1. When modeling on a board or device, the suggested average percentage of core vs. fringe is.
   1. 90% core 10% fringe
   2. 80% fringe 20% core
   3. 50% core 50% fringe
   4. 80% core 20% fringe
2. On average, what is the minimum amount time you should wait for a student when providing wait time.
3. 2 seconds

ii. 10 seconds

iii. 30 seconds

iv. 1 minute

1. Use the descriptive teaching method to describe the word “chair”

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

Continued

5. Which of the following is a benefit of masking vocabulary on a device:

* 1. Masking limits the need to visually search choices and to understand picture meanings
  2. Develop motor patterns to make communication faster and more efficient
  3. Can be used to teach specific targets (e.g., core words or language functions) within a therapy session (e.g., reading a book, playing an app on the iPad) or specific activity (e.g., cooking, art).
  4. Great way to focus on specific vocabulary
  5. Less overwhelming
  6. All of the above

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

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