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

**Sustainable AAC Intervention and Supports for Adults with Intellectual and Developmental Disabilities**

**May 15-17, 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: 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: \_\_\_\_\_\_\_\_\_\_\_

**Sustainable AAC Intervention and Supports for Adults with Intellectual and Developmental Disabilities**

May 15-17, 2018

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. 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.
4. What percentage of language use is comprised of core words?
	1. Approximately 50%
	2. Less than 25%
	3. More than 75%
	4. 100%
5. Which of the following is **NOT** a core word?
	1. spatula
	2. out
	3. mine
	4. go
6. Which of the following is a communication partner strategy designed to increase successful use of an AAC system by an augmented communicator?
	1. Provide hand-over-hand assistance to say the answers in class.
	2. Ask open-ended questions to enable the individual to express their ideas.
	3. Ask yes/no questions to maximize efficiency and reduce the linguistic strain.
	4. Take the majority of conversational turns to take the pressure off of the individual who is using AAC.
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. 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.
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 Quality of Life Indicator for individuals with Intellectual Disabilities, as defined by Brown, Hatton, and Emerson in their 2013 report?
	1. Confidence in the ability to communicate and be understood
	2. High levels of self esteem
	3. Rich social networks and relationships
	4. Living alone with aging parents
11. Which of the following vocabulary instructional strategies is unique to the teaching of a Minspeak® (e.g. Unity®, LAMP® Words for Life) system?
	1. Year of Core Words/Word of the Week
	2. Icon Family/Semantic Mapping
	3. Activity-Based Instruction/Per Activity Words
	4. Part of Speech/Grammar Rocks
12. Which of the following is a possible scenario for helping an adult with IDD improve communication skills when learning how to be a good friend?
	1. Talking with someone who just got bad news
	2. Telling a lie
	3. Asking for a drink for himself/herself
	4. Reading about current events
13. Consider the following scenario. A group home has the following policy regarding personal electronics: *No devices (radios, DVD players, computers) are allowed to be left plugged in or turned on* ***in a client’s room*** *when not in use.* As a result of this policy, staff is not charging your clients’ AAC devices overnight. Which of the following is **NOT** a viable solution to this policy?
	1. Talk to the direct care staff and ask them to disregard the policy when it comes to AAC devices
	2. Discuss the policy with the administration in an attempt to exempt AAC devices
	3. Find a location outside of the client’s rooms where devices can be charged.
	4. Create a “charging station” for all AAC devices, with chargers and “designated slots” for each AAC device used by clients in the group home. Locate the charging station in a common area to be monitored by staff on the night shift.
14. Which of the following is the best “sustainable” example of how a competent adult with IDD (living in a group home) can personally advocate when his/her device needs to be charged?
	1. Tell any untrained staff member to leave the room and wait for someone else to come who knows how to charge the device
	2. Send text messages to family members, asking them to come and charge the device
	3. Show the staff member which charger to use, which port it goes into, and how to tell if the device is properly charging based on the feedback lights
	4. Contact the SLP to come in the next week or two to train any new staff on proper charging of the device
15. 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. Asking 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.