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

**Connections 2018**

**September 14-15, 2018**

**CEU Evaluation Form**

 **Underline** 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: \_\_\_\_\_\_\_\_\_\_\_

**Connections 2018**

**September 14-15, 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/Circle/Highlight the correct answer to each question. You must pass with 80% correct to be eligible for CEUs.

1. Students with unique communication needs secondary to sensory loss are touched by a variety of professionals. Identify professionals from different disciplines that may contribute to the management of these students:

□ speech-language pathologist, □ teacher of the visually impaired, □ geneticist,

□ physician, □special education teacher, □ audiologist, □ teacher of the deaf or hard of hearing, □ nurse, □ general education teacher, □ physical therapist, □ advocate,

□ optometrist, □ brailleist, □ occupational therapist

2. What are some resources and agencies available in Louisiana to serve individuals and families with unique communication needs secondary to sensory loss?

a. Early Hearing Detection and Identification (EHDI) program

b. Louisiana Deafblind Project for Children and Youth

c. Families Helping Families

d. Louisiana Hands & Voices

e. All of the above

3. Which of the following are important professional considerations for those working with students with unique communication needs secondary to sensory loss?

a. Active self-care

b. Adherence to Ethics

c. Competence in Diversity Sensitivity

d. All of the above

4. Understanding the importance of visual, auditory, and tactile symbols, which should be considered when designing and implementing augmentative and alternative communication systems for students with unique communication needs secondary to sensory loss?

a. Low tech

b. High tech

c. No tech

d. All of the above

 Continued

5. Identify a word that conceptualizes Helen Keller’s quote “Alone we can do so little; together we can do so much” when serving students with unique communication needs secondary to sensory loss?

a. Cooperation

b. Collaboration

c. Teamwork

d. A & C

e. All of the above

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