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

**Bilingualism and AAC: Debunking Myths and Defining Guidelines**

**November 27-29, 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: \_\_\_\_\_\_\_\_\_\_\_

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November 27-29, 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

Continued…

1. 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.
2. 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.
3. 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.
4. 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.
5. Which of the following practices might **serve as a barrier** to accessing appropriate AAC systems, supports and services for multilingual individuals with complex communication needs?
	1. An SLP facilitates access to all languages spoken by the client and his/her family.
	2. An SLP facilitates access to one language via a high-tech SGD and another language via a low-tech communication system.
	3. An SLP matches a client’s needs to a high-tech bilingual device, even though the SLP is not fluent in one of the languages.
	4. Since English is the language of instruction at school, the SLP decides that English is the only language that must be available on an AAC system.
6. Select one key **similarity** between monolingual and bilingual AAC intervention.
	1. Both intervention models target the same morpho-syntactic forms across languages
	2. Both intervention models focus on providing the client with access to extended (fringe) vocabulary.
	3. Both interventions models target core vocabulary.
	4. The focus of both intervention models is to expand English vocabulary since it is most important that the client communicates in English in school and in the community.

Continued…

1. Select one key **difference** between monolingual and bilingual AAC intervention.
	1. Monolingual AAC intervention targets English core vocabulary, while bilingual AAC intervention focuses on translating English core vocabulary into the client’s native language.
	2. Monolingual AAC intervention targets English grammar forms, while bilingual AAC intervention targets the expression of morpho-syntactic forms in each language.
	3. Bilingual AAC intervention includes training communication partners, while monolingual AAC intervention does not.
	4. Aided language stimulation is an important strategy to implement in monolingual English intervention, but it is not feasible in bilingual intervention.
2. Identify which AAC strategy is **least likely** to support dual language development.
	1. Using an interpreter or “cultural broker” to identify appropriate grammar forms and vocabulary to target
	2. Translating English core vocabulary into the client’s native language
	3. Using peer models during therapy
	4. Incorporating communication partner training into the treatment plan
3. 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. Ask 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.