Pittsburgh AAC Language Seminar

Intervention Strategies to Support Emerging Communicators with Autism who use AAC

CEU Learning Assessment

February 12-14, 2019

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Completion of this pretest is a requirement to receive CEUs for attending this seminar. Please complete and submit to the AAC Institute prior to February 12, 2019.

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%

Continued….

1. Which of the following is **NOT** a core word?
   1. spatula
   2. out
   3. mine
   4. go
2. 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.
3. 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.
4. 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.
5. 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.

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1. What two deficits does the DSM-5 criteria require for autism?
   1. Receptive language impairment and low cognition result on an IQ test.
   2. Mixed receptive/expressive language disorder and repetitive behaviors
   3. Persistent deficits in social communication and restricted, repetitive patterns of behavior.
   4. Persistent difficulties in social use of verbal and nonverbal communication and a diagnosis of intellectual disability
2. What are two evidence-based, early intervention models that can be used to improve social attention in preparation for AAC in young children/emerging communicators with autism?
   1. TalkAbility and a gluten-free diet
   2. Early Start Denver Model and SCERTS
   3. More Than Words and oral motor therapy
   4. ESDM and Melodic Intonation Therapy
3. What are four communication functions that must be targeted when teaching AAC to individuals with complex communication needs and autism?
   1. Requesting, using past tense verbs, sign language, greeting/closing
   2. Asking questions, answering questions, smiling, telling your name
   3. Sharing information, answering questions, asking questions, commenting
   4. Showing videos, initiating, visual schedules, commenting
4. Why is a Minspeak® system a good fit for people with autism?
   1. People with ASD often use echolalia and can imitate the voice output
   2. Minspeak systems provide a consistent visual display that is a good match for the strong visual learning style of many people with autism and provides the core words required for various communicative functions.
   3. People with ASD are drawn to the brightly colored symbols on a Minspeak system.
   4. People with ASD often like to spell and Minspeak provides access to a keyboard.
5. 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.