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

**Culturally and Linguistically Responsive AAC:**

 **Meeting the Needs of ALL Clients**

**March 19-21, 2019**

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

**Culturally and Linguistically Responsive AAC:**

 **Meeting the Needs of ALL Clients**

**March 19-21, 2019**

 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. One challenge that is beyond the clinician’s control in providing AAC services to culturally and linguistically diverse clients is
	1. How to accurately assess AAC competencies in more than one language
	2. How to use English during interviews with family members
	3. How to assign team members’ roles in a bilingual/bicultural AAC plan
	4. The availability of bilingual language organization structures in AAC technologies
11. Which of the following statements is NOT true?
	1. There are limited multilingual assessment tools for clients with complex communication needs.
	2. There are not clear guidelines as to intervention goals and benchmarks for clients with culturally and linguistically diverse backgrounds.
	3. Professionals often fear that exposure to more than one language can be confusing for their client with complex communication needs.
	4. There is no evidence to support bilingual or multilingual intervention for clients with complex communication needs and intellectual disabilities.
12. Which of the following statements is NOT true?
	1. Culturally and linguistically responsive AAC services require that the SLP/teacher be a proficient user of the client’s home language.
	2. Culturally and linguistically responsive AAC means the home culture and language are represented in the client’s AAC system.
	3. Culturally and linguistically responsive AAC means that the family’s communicative needs and preferences are explicitly addressed in the process of selecting, designing, and implementing the AAC system.
	4. Culturally and linguistically responsive AAC means that there is an explicit plan to address the dual language needs of bilingual individuals who use AAC.
13. 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.