Pittsburgh AAC Language Seminar

Developing Language with People using Minspeak Systems

October 15-17, 2019

Pretest

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 October 15, 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%
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. In designing an AAC system for a person with complex communication needs, the presenter believes which of the following?
    1. The person’s only AAC system should be a manual communication board.
    2. The person’s AAC system should be a multi-modal communication system.
    3. The person’s AAC only system should be a speech generating device.
    4. The person’s only AAC system should be an app in a mobile technology device.
11. When designing a low-tech system to build AAC and language skills for a high tech system, which is NOT a recommended strategy?
    1. Utilize photographs given that they best represent meaningful items in the client’s life.
    2. Use the same/similar pictures on the low-tech system that is used in the anticipated high tech system.
    3. Use key visual strategies on the low-tech system (such as color coding) that is used in the anticipated high tech system.
    4. Approximate the architecture on the low-tech system that is used in the anticipated high tech system.
12. Which is a NOT strategy for building icon associations recommended by the presenter?
    1. Conduct interactive experiences using props.
    2. Have the students draw the icons and explain icon rationales to each other.
    3. Tell stories or sing songs about each icon the uses the ideas represented by an icon.
    4. Draw out word webs or family trees that start with an icon.
13. The Targeted Ten Approach, as described by the presenter, is used for which of the following purposes?
    1. Targeting 10+/- people for training on the operation of the AAC device or app.
    2. Targeting 10+/- opportunities to model vocabulary in a day.
    3. Targeting 10+/- visual support materials to make for your classroom.
    4. Targeting 10+/- core vocabulary words in a classroom lesson.
14. According to the presenter, what is one of the most powerful teaching strategies for promoting development of syntax and morphology?
    1. Use flashcards of core vocabulary words in drill & practice routines.
    2. Provide aided language input (modeling) of target language structures.
    3. Send practice worksheets home for homework with the parents.
    4. Use computer programs or apps for independent practice of target language.
15. Which is the least authentic writing activity for a beginning writer using an AAC system?
    1. Write a TO DO list for a party you are planning
    2. Write an email to a pen pal
    3. Write a note home to mom and dad telling about a class trip
    4. Write an essay on different types of poetry for extra credit in class
16. 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.