In order to receive CEUS you must complete both sections

Serving Students with Autism and Low Vision/Blindness

January 16, 2020

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:
2. The information I learned will support my ability to collect data and measure outcomes as part of my evidence-based practices:

Disagree Neutral Agree

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: .

**Serving Students with Autism and Low Vision/Blindness**

**January 16, 2020**

Learning Assessment Form

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

In order to pass a participant must score an 80% or higher. Underline/highlight/circle the answer that you wish to indicate. Please answer the following questions:

1. Name at least 3 signs that might indicate a possible vision problem. Check all that apply.
2. Sensitivity to light \_\_\_\_\_\_\_\_
3. Closing one eye to read \_\_\_\_\_\_\_\_\_\_
4. Excessive squinting \_\_\_\_\_\_\_\_\_
5. Rubbing the eyes \_\_\_\_\_\_\_\_\_\_
6. Seeks out optic light \_\_\_\_\_\_\_\_\_\_
7. What is CVI?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. As a teacher, if you have worked with one student with ASD, generally speaking you have worked with all students with ASD.

True \_\_\_\_\_\_\_\_\_\_ False \_\_\_\_\_\_\_\_\_\_\_

1. What are the four characteristics of ASD?

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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1. What characteristics are considered “co-occurances” of both VI & ASD? Check all that apply.
2. Perseverating \_\_\_\_\_\_\_\_\_
3. Little to no eye-contact \_\_\_\_\_\_\_\_\_\_
4. Difficulty with expressive and/or receptive language \_\_\_\_\_\_\_\_\_\_
5. Exhibiting blindisms \_\_\_\_\_\_\_\_\_\_
6. Social anxiety\_\_\_\_\_\_\_\_\_\_

Continued….

1. To meet the needs of a student with both low vision/blindness and autism who has difficulty with auditory discrimination, a teaching method that could be utilized would be a simple “clicker” activity to help the student with both orientation and auditory processing. True \_\_\_\_\_\_\_\_\_\_ False \_\_\_\_\_\_\_\_\_\_

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

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