In order to receive CEUS you must complete both sections

Bloom’s Taxonomy: Building Success in the Classroom for Students Who Use AAC

November 11, 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: .

Bloom’s Taxonomy: Building Success in the Classroom for Students Who Use AAC

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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. Which of the following skills was NOT identified as a skill in the review of Common Core State Standards?
	1. Compare and Contrast
	2. Describe
	3. Name
	4. Explain
2. Which of the following are components of Bloom’s Taxonomy?
	1. Remembering, Explaining, and Dissecting
	2. Understanding, Analyzing and Creating
	3. Planning, Describing and Implementing
	4. Attending, Repeating, and Revising
3. Which of the word groups below would be helpful to an emergent communicator using AAC who has to compare and contrast two concepts?
	1. compare, contrast
	2. properties, qualities, advantages
	3. similarly, conversely
	4. both, same, different
4. Which of the following strategies is helpful in supporting students who use AAC to access the curriculum?
	1. Provide descriptive teaching of academic concepts utilizing high frequency vocabulary.
	2. Program all of the words from a lesson into the device.
	3. Ask the student short-answer questions to enable them to name the concepts they learned.
	4. Have the student practice writing or typing the spelling words from each lesson.

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

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