In order to receive CEUS you must complete both sections

Strategies for Traditional Speech-Language Therapy for Individuals using Minspeak Systems

January 13, 2021

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: .

Strategies for Traditional Speech-Language Therapy for Individuals using Minspeak Systems

January 13, 2021

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 is an accurate statement of the known language struggles people who use AAC systems?
   1. While there is a wide gap between receptive and expressive language skills, the evaluation of the grammaticality of utterances is a strength for most people who use AAC.
   2. While words are generally produced in the correct word order, there are frequent omissions of words in sentences produced by most people who use AAC.
   3. Most people who use AAC have strong knowledge of the rules of morphology but continue to use mostly 1-2-word utterances.
   4. Most people who use AAC have struggles in their production of noun and verb phrases.
2. Which of the following is an accurate statement of the difference between integrated and explicit grammatical instruction as defined in this training?
   1. Integrated grammatical instruction is done by the classroom teacher while explicit grammatical instruction is done by speech-language pathologist.
   2. Integrated grammatical instruction focuses on using correct grammar during writing activities while explicit grammatical instruction focuses on using correct grammar while the person using AAC is speaking.
   3. Integrated grammatical instruction connects grammatical instruction with instruction in pragmatics, phonology, vocabulary and discourse while explicit grammatical instruction is direct, focused, systematic, and structured instruction on specific grammar skills.
   4. Integrated grammatical instruction is a “part-focused” means of instruction while explicit grammatical instruction is a “whole-focused” means of instruction
3. Which of the following is an accurate definition of recasting?
   1. Recasts are adult responses to a child’s utterance attempt that change the meaning of the child’s utterance through the addition of grammatical detail or new information.
   2. Recasts are adult responses to a child’s utterance attempt that maintain the meaning of the child’s utterance but adds grammatical detail and also may add information to complete the child’s meaning.
   3. Recasts are adult responses to a child’s utterance attempt that simply add words to the end of the child’s utterance.
   4. Recasts are adult responses to a child’s utterance attempt that reflect the adult’s side of the conversation.
4. Which of the following best describes a semantic “steppingstone” to grammar development for people using AAC systems?
   1. Provide extensive modeling but avoid the pressure of explicit grammatical instruction.
   2. Carefully implement normal language acquisition stages, ensuring that all instruction follows the path of typically developing children.
   3. Implement a single strategy of vocabulary instruction.
   4. Provide access to a robust set of core vocabulary words with a minimum of 50 core words.
5. Which statement best describes reasons for teaching vocabulary by part-of-speech in order to support the grammatical development of people using Minspeak® systems?
   1. Teaching vocabulary by part-of-speech strengthens grammatical word group knowledge, demonstrates grammatical patterns and rules for retrieving words, and promotes diversity in practicing 2- and 3-word utterances.
   2. Teaching vocabulary by part-of-speech helps children become better strategic communicators and promotes the use of descriptive teaching.
   3. Teaching vocabulary by part-of-speech improves the grammatical skills of communication partners who are modeling words and recasting the utterances of children.
   4. Teaching vocabulary by part-of-speech allows speech-language pathologists to use traditional speech therapy materials and includes children using Minspeak® systems in small group therapy sessions with speaking children.

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

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