In order to receive CEUS you must complete both sections

AAC Language and Narrative Development through

Storybook Reading

February 10, 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: .

**AAC Language and Narrative Development through**

**Storybook Reading**

**February 10, 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. Decontextualization” in the Stories and Strategies Language Development Model refers to:
2. Demonstration of language knowledge and use outside of the context of the story for narrative and discourse development.
3. Opportunities to read other stories.
4. Giving AAC users time to think about how to read the story over and over again, exactly the way it was written.
5. Strategies to help adults read stories.
6. Three activities that represent decontextualization from a story are:
7. Listing story characters, playing a tic-tac-toe game at the end of the story, calling friends to tell them what is being read.
8. Cooking, art, movement activities related to the story.
9. Reading books related to school curriculum, taking tests about the story theme, asking adults questions about the story.
10. Developing vocabulary lists, using nouns that are used in the storybook, providing options for fill-in-the-blank questions.
11. One reason for using storybook reading to promote narrative development is:
12. Stories aren’t “real” so can be talked about easily.
13. If you can read a storybook, you can talk just like it is written.
14. Learn how to start conversations with “once upon a time”.
15. Stories have many elements similar to narrative language such as: topic maintenance, event sequencing, referencing, etc.
16. What is one reason to use “the classics” for storybook reading?
    1. Story books are in every classroom
    2. Adults reference content related to the stories in “the classics” assuming that everyone understands the reference.
    3. Therapists and teachers always have the classic storybooks in their shelves and they are around to use in therapy.
    4. These storybooks are available in all book stores, in many versions and many countries and are inexpensive to purchase.
17. Using the language learned for storybook re-reading is helpful in:
18. Making requests for things you liked to read about.
19. Participating in activities in school.
20. Demonstrating an understanding of concepts important to academic achievement.
21. Telling your friends about the stories.

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

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