**In order to receive CEUs please complete both sections**

**Developing Language with People using Minspeak Systems**

**May 18-20 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: Disagree Neutral Agree

1. The information I learned will support my

ability to collect data and measure outcomes

as part of my evidence-based practices: 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: \_\_\_\_\_\_\_\_\_\_\_

Developing Language with People using Minspeak Systems

May 18-20 2021

Learning Assessment Form

Please answer the following questions:

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

Completion of this quiz is a requirement to receive CEUs for attending this seminar. Underline/highlight/circle the correct answer to each question. You must pass with 80% correct to be eligible for CEUs.

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.

1. In providing AAC services for a person with severe cognitive and/or multiple impairments, the presenter believes which of the following is best practices:
   1. The person’s only AAC system should be a manual communication board.
   2. The person’s only AAC system should be a speech-generating device.
   3. The person’s only AAC system should be an app in a mobile technology device.
   4. The person’s AAC system should be a multi-modal communication system.
2. Which of the following is the most accurate description of systematic, explicit vocabulary and language instruction?
   1. It is a type of immersive instruction.
   2. It is a strategy for doing modeling on an AAC system.
   3. It is a way to target and track a specific set of vocabulary and/or language structures being taught.
   4. It is a way to supplement teaching through motor planning.
3. Which of the following sets of words was used by the presenter to explain planning considerations when implementing a “word-of-the-week” approach for explicit teaching of core vocabulary?
   1. play, work, eat, sleep, go
   2. partner/pair, picture, predict, prime, parents
   3. presume, purpose, produce, print, publish
   4. prepare, plant, water, tilt, harvest
4. Which is a not strategy for building icon associations recommended by the presenter?
   1. Conduct interactive experiences using props.
   2. Tell stories or sing songs about each icon the uses the ideas represented by an icon.
   3. Draw out word webs or family trees that start with an icon.
   4. Have the student identify each icon from a field of four options.
5. What is the recommendation of the presenter when teaching vocabulary and language by parts-of-speech?
   1. Develop a part-of-speech kit for each grammatical group, gradually building and growing each kit.
   2. Teach all words of a specific part-of-speech before starting on another part-of-speech.
   3. Use the part-of-speech kits only during speech therapy times.
   4. Include no more than 5 activities in each part-of-speech kit.
6. 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.

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