**Pittsburgh AAC Language Seminar**

**CEU Learning Assessment**

**Ongoing Assessment that Guides Intervention and**

**Develops Communicative Competence**

**June 22-24, 2021**

**Pretest**

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

Completion of this pretest is a requirement to receive CEUs for attending this seminar. Please complete and submit to the AAC Institute (ceus@aacinstitute.org) prior to June 22, 2021.

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. What is one component of services provided to individuals using AAC that is important in development of communicative competence?
   1. Implementing a speech and language therapy program that includes at least 2 sessions per week
   2. Developing goals that reflect academic lesson knowledge
   3. Providing vocabulary that is selected for participation in activities
   4. Implementing effective training plans that reflect meaningful and measurable language learning outcomes

1. How can a performance profile of an individual who uses an AAC system be optimally used to focus intervention planning?
   1. To develop appropriate objectives based on current and desired performance
   2. To demonstrate therapist performance
   3. To establish grade level performance
   4. To provide documentation of developmental levels in speech and language

1. The following is NOT an identified skill area of learning that contributes to the development of communicative competence using AAC:
   1. linguistic
   2. operational
   3. developmental
   4. strategic

1. What is the first component in the cycle of any “continuum of care”?
   1. Determine a best/preferred intervention
   2. Assessment to determine a baseline
   3. Assess success of an intervention
   4. Implement an intervention
2. An individual’s performance profile is LEAST helpful for the following comparisons:
   1. Comparing performance using different AAC systems
   2. Comparing performance with different communication partners
   3. Comparing performance when eating different lunches provided at school
   4. Comparing performance in different environments
3. 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.