In order to receive CEUS you must complete both sections

Language Sample collection and Analysis with People who

use Minspeak Systems

July 21, 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: .

**Language Sample collection and Analysis with People who**

**use Minspeak Systems**

**July 21, 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:

**All questions are based on the following language sample taken using automated data logging in the Accent 1400 by a person with developmental disabilities using Unity®144 Full. To answer the questions will require some counting and math!**

***SAMPLE 1: LAM DATA***

**09:02:24 SEM I'll**

**09:02:30 SEM see**

**09:02:32 SEM you**

**09:02:43 SEM on**

**09:03:00 SPE f**

**09:03:01 SPE r**

**09:03:05 SPE i**

**09:03:06 SPE d**

**09:03:07 SPE a**

**09:03:08 SPE y**

**09:03:12 SPE (space)**

**09:03:19 LOC = D9 [SPK SNT]**

09:24:27 ACT Miss

09:24:32 ACT Beca

09:25:01 SEM to read

09:25:38 SEM my

09:26:07 SPE s

09:26:24 SPE t

09:26:31 SPE o

09:26:34 SPE r

09:26:38 SPE y

09:27:08 SPE (space)

09:28:02 SEM about

09:28:08 SEM my

09:29:37 SEM family

09:30:18 SPE h

09:30:23 SPE i

09:30:34 SPE s

09:30:38 SPE t

09:30:43 SPE o

09:30:53 SPE r

09:31:01 SPE y

09:31:19 SPE (space)

**09:41:29 SEM that**

**09:41:46 SEM about**

**09:42:28 SEM my**

**09:43:04 ACT grandfather**

**09:43:10 LOC = D9 [SPK SNT]**

09:49:20 ACT you

09:49:25 SEM said

09:49:35 SEM that

09:49:38 LOC = D9 [SPK SNT]

**09:51:52 ACT Mindy**

**09:51:54 ACT brother**

**09:52:01 SEM did**

**09:53:10 SEM it**

10:01:01 SEM it is

10:01:16 SEM mine

10:01:24 LOC =D9 [SPK SNT]

**10:04:48 ACT fireplace**

**10:04:52 SEM is**

**10:05:06 SEM faster**

**10:05:43 SEM to**

**10:05:52 SEM cooking**

**10:13:00 LOC = D9 [SPK SNT]**

10:13:25 SEM they have

10:13:39 SEM something

10:13:45 SEM on

10:14:30 ACT arm

**10:16:15 SEM they will**

**10:16:29 SEM to play**

**10:16:34 SEM that**

10:29:59 SEM I was

10:30:29 SEM wheelchair

10:30:41 ACT football

10:31:01 LOC =D9 [SPK SNT]

1. Based on the 10-utterance language sample above, which statement best describes how this person communicates with his speech generating device?
	1. He uses primarily pre-stored vocabulary to generate his spontaneous language.
	2. His spelling skills are too poor to depend on spelling to communicate any words.
	3. He uses terminal punctuation to end sentences and clear display after saying the sentence.
	4. His rate of communication seems to significantly impact his ability to produce sentences.
2. Based on this one-sided sample of 10 utterances, what is the primary reason that this person seems to be communicating?
	1. To get information by asking questions.
	2. To comment on the actions of others.
	3. To request help with problems.
	4. To converse and give information.

***SAMPLE 2: LIST OF 10 UTTERANCES:***

1. I’ll see you on Friday.
2. Miss Beca to read my story about my family history.
3. That about my grandfather.
4. You said that.
5. Mindy brother did it.
6. It is mine.
7. Fireplace is faster to cooking.
8. They have something on arm.
9. They will to play that.
10. I was wheelchair football.
11. Based on the 10 utterances above, when following standard rules, what is the Mean Length of Utterance in **Words (MLU-W)**?
	1. 3.5
	2. 4.8
	3. 5.7
	4. 6.5
12. How many morphemes is the following utterance: **“Fireplace is faster to cooking.”**
	1. 5
	2. 6
	3. 7
	4. 8

***SAMPLE 3: LIST OF 48 WORDS SAID***

about

about

arm

Beca

brother

cooking

did

family

faster

fireplace

football

Friday

grandfather

have

history

I

I'll

is

is

it

it

Mindy

mine

Miss

my

my

my

on

on

play

read

said

see

something

story

that

that

that

they

they

to

to

to

was

wheelchair

will

you

you

1. Based on the 48 words shown above, what is the Type-Token ratio for this sample of words?
	* 1. 50%
		2. 75%
		3. 90%
		4. 25%

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_