**AAC and Language Seminar**

**CEU Learning Assessment**

**Sustainable AAC Intervention and Supports for Adults with Intellectual and Developmental Disabilities**

**October 1-8-15, 2021**

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

Completion of this pretest is a requirement to receive CEUs for attending this seminar. Please complete and submit to the AAC Institute, mailto:ceus@aacinstitute.org prior to start of October Seminar.

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.
10. Which of the following is NOT an issue that typically impacts use of AAC with adults with IDD?
	1. Limited success in the past with AAC systems or devices.
	2. Lack of SLP, PT, or OT supports in the adult world.
	3. Aging and health changes in the adults with IDD.
	4. Development of appropriate IEP goals.
11. Having confidence in being able to communicate involves which of the following:
	1. Having intensive speech-language therapy.
	2. Having an efficient primary and back-up AAC system.
	3. Having Internet access.
	4. Having an engineered communication environment.
12. Helping the adult with IDD develop a high level of self-esteem is promoted with which of these AAC strategies?
	1. Being continually corrected when vocabulary or language is not understood by others.
	2. Being involved, as possible, in AAC system selection and design.
	3. Having words removed from the device when the adult with IDD uses them inappropriately.
	4. Being provided with his/her device ONLY when supervised by an SLP, who coaches him/her to use it.
13. Social networks and meaningful relationships for adults with IDD is promoted when they can do which of the following:
	1. Request favorite objects.
	2. Follow directions given by others.
	3. Say the names of people who are important to them
	4. Sit quietly in group activities.
14. AAC intervention can support the active involvement of an adult with IDD in meaningful activities by supporting the use of their AAC system to do which of the following:
	1. Do homework activities after speech therapy sessions.
	2. Play games quietly on an iPad, when not using it to communicate.
	3. Request a snack break when working in a day program.
	4. Write to friends and family via email, text messages, or social groups (e.g., Facebook).
15. Which of the following is a strategy for building a sustainable AAC program in a day or residential program for adults with IDD?
	1. Work with the program administer to include the support of AAC systems in job descriptions for all employees.
	2. Insist upon have a dedicated SLP/AAC room in the facility.
	3. Promote speech-language therapy services, rather than behavioral services, for management of adults with IDD.
	4. Provide the administrators with training materials to give potential employees.
16. Which of the following reflects the underlying belief presented in this workshop regarding the training of people working in adult day programs and residential facilities.
	1. Everyone needs to know how to operate and program new vocabulary into the AAC device.
	2. Everyone needs to know how to handle the paperwork for funding on a new AAC device.
	3. Everyone needs to how to appropriately interact with a person using an AAC system.
	4. Everyone needs to know how to call the manufacturer of the AAC device to arrange for service or repairs.
17. Which of the following things (related to the person’s communication) should be included in a “GO BAG,” in the event of an emergency or natural disaster.
	1. A “Communication Passport” that describes how the adult with IDD communicates with his/her body, voice, signs, AAC system, etc.
	2. A copy of the person’s communication goals and objectives.
	3. A second, back-up AAC device to use if the battery “dies” in the first device.
	4. An iPad with a simple app to use with unfamiliar people.
18. Which of the following is a personal advocacy statement that a person could use to teach other people how he/she communicates.
	1. Please don’t interrupt me when I’m talking.
	2. I use this device to talk by picking out words with my eyes.
	3. I need you to charge my device right away.
	4. You have my permission to repeat what you think I am saying or ask questions if you don’t understand me.
19. Which of the following is a personal advocacy statement that a person could use to tell people how to help him/her communicate more clearly.
	1. Please don’t interrupt me when I’m talking.
	2. I use this device to talk by picking out words with my eyes.
	3. I need you to charge my device right away.
	4. You have my permission to repeat what you think I am saying or ask questions if you don’t understand me.
20. 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.