**Strategies for Successful AAC Outcomes**

**CEU Learning Assessment**

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

Completion of this pretest is a requirement to receive CEUs for attending this seminar. Please complete and submit to the AAC Institute to the start of the event. You can email the completed pretest email it to [ceus@aacinstitute.org](mailto:ceus@aacinstitute.org).

1. Which of the skills listed below is seen in communication partners who have received training?
   1. They focus on the technology rather than the individual or message.
   2. They frequently interrupt the individual using AAC in order to provide cues and prompts.
   3. They help to increase conversational participation, turn taking, initiation, and overall reciprocity in interactions with people who use AAC.
   4. They provide few opportunities for the individual who uses AAC to initiate during interactions.
2. Which of the following is a communication partner strategy designed to increase successful use of an AAC system by an augmented communicator?
   1. Ask close-ended questions that provide a choice, such as “Do you want milk or juice?”
   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.
3. 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.
4. Which of the following is NOT a stage of communication partner training?
   1. Pretest and Commitment
   2. Controlled practice and feedback
   3. Generalization of targeted strategy use
   4. Performance rating and critique
5. What is an advantage of using core vocabulary in descriptive teaching strategies?
   1. Core vocabulary shows a 90% overlap from preschool through adulthood so the same words will be used over and over again.
   2. Core vocabulary is trending and everyone knows about it.
   3. Core vocabulary allows for the construction of more elaborate utterances.
   4. Core vocabulary includes many of the curriculum content words.
6. Constructivism is a concept in which
   1. Students can develop a portfolio of lessons that build up one another.
   2. Students can create resources, such as dioramas, that reflect learning.
   3. Students construct knowledge by fitting new information into what they already know.
   4. Students can build longer utterances by using structured templates.
7. 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.
8. 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.
9. Identify the group of vocabulary words that would be most helpful in compare and contrast tasks.
   1. Open, tell, look, find, what
   2. Mine, yours, other, big, little
   3. Both, same, different, this, that
   4. Stuff, watch, hear, can, put
10. Aligning curriculum objectives and language objectives is beneficial to the student because
    1. It ensures that there is a language focus integrated into each classroom lesson.
    2. It ensures that all IEP objectives are accounted for.
    3. It ensures that the classroom teacher is aware of the student’s speech goals.
    4. It ensures that everyone working with the student is on the same page.
11. Which of the following is true of the application of Bloom’s Taxonomy to academic content?
    1. Each component is independent so all of the skills can be addressed simultaneously.
    2. Bloom’s taxonomy only applies to elementary education content.
    3. It enables teachers and therapists to work on vocabulary skills in a variety of different ways.
    4. Each component builds on the previous one and presumes mastery of previous tiers.