In order to receive CEUS you must complete both sections

Curriculum-Driven Intervention to Promote Language Development

February 15 OR February 24, 2022

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: .

Curriculum-Driven Intervention to Promote Language Development

February 15 OR February 24, 2022

Learning Assessment Form

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

In order to pass a participant must score an 80% or higher and have attended both sessions. Underline/highlight/circle the answer that you wish to indicate. Please answer the following questions:

1. When identifying a learning outcome within a curriculum lesson for your student who uses AAC, which of the following is NOT an important consideration?
   1. The student’s current mean length of utterance.
   2. The student’s preferred method of accessing his/her AAC device.
   3. The student’s the student’s mastery of high frequency vocabulary.
   4. The student’s current morphology skills.
2. What is one difference between an activity-based communication display and a language-based communication display?
   1. Activity-based displays have less vocabulary and bigger location sizes than language-based displays do.
   2. Activity-based displays have vocabulary specific to the current lesson while language-based displays prioritize core-vocabulary that can be used across contexts.
   3. Activity-based displays contain primarily verbs and adjectives while language-based displays contain all parts of speech.
   4. Activity-based displays are only available in low-tech options while language-based displays are available in both low- and high-tech options.
3. What is a limitation of activity-based displays for students who use AAC?
   1. Activity-based displays tend to be noun-heavy and, therefore, limit the student’s ability to generate longer utterances.
   2. Activity-based displays contain all of the vocabulary needed for a given lesson.
   3. Activity-based displays promote quick responses in the classroom.
   4. Activity-based displays can often be generated using the student’s AAC software.
4. Which of the following is NOT a benefit of team collaboration around curriculum lessons to support language growth?
   1. Each team member brings a perspective regarding the student’s skills as well as linguistic and academic needs.
   2. Speech-language pathologists can support classroom teachers by breaking down the linguistic demands of a lesson and suggesting scaffolds to promote language growth.
   3. Each team member makes sure that they have provided a sufficient amount of service time to meet the needs of the student as indicated in the IEP.
   4. Each team member is aware of language targets and can monitor progress throughout the school day.

Continued….

1. Which of the following best describes the goal of “process over product?”
   1. It is important to engage the student in the same learning process as his/her grade-level peers so that they can complete the project in the allotted time frame.
   2. It is important for the student to have advanced notice of any projects so that they can get a head start of the work.
   3. It is important to scaffold the activity to maximize the student’s learning of language and content rather than to do ensure there is a completed product.
   4. It is important for the student to do the entire project without assistance.

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

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