In order to receive CEUS you must complete both sections

**AAC at Home: A Potpourri of Summer Fun**

**May 24 OR June 9, 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: .

**AAC at Home: A Potpourri of Summer Fun**

**May 24 OR June 9, 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. Which of the following activities would be better suited to using a manual communication board than your child’s SGD?
   1. Going to the pool
   2. Going to McDonald’s
   3. Going to a movie
   4. Going to the zoo
2. Which of the following best describes the concept of wait time?
   1. Asking the child to get his/her device and waiting while they do so.
   2. Waiting to ask the child a question until an activity is completed.
   3. Giving the child enough time to communicate a response or comment on his/her SGD.
   4. Giving the ample time to read a story using his/her SGD.
3. When integrating use of your child’s SGD into family activities, it is best to:
   1. Integrate it fully into all routines from the beginning to establish an expectation that it should always be used.
   2. Integrate it into one new routine at a time so as to not overwhelm yourself or your child.
   3. Only expect your child to make requests with the SGD.
   4. Not allow siblings to use the SGD since it belongs to the child with complex communication needs.
4. When your child attempts to communicate a message with gestures and/or speech and the message is not understood, it is appropriate to:
   1. Guess at what he/she meant to say and proceed based on that assumption.
   2. Not acknowledge the communicative attempt since it was unsuccessful.
   3. Reprimand him/her for not using the SGD.
   4. Tell your child you didn’t understand the message and ask him/her to try telling you on the SGD.
5. Which of the following was NOT listed as a target for home-based language activities?
   1. Asking questions
   2. Naming categories
   3. Making comments
   4. Directing activities

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

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