**Tennessee Association for Assistive Technology (TAAT) Conference**

**December 5-6, 2024**

**CEU Evaluation Form**

**Please complete both sections. 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: Disagree Neutral Agree

1. The information I learned will support my

ability to collect data and measure outcomes

as part of my evidence-based practices: 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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:

1. Artificial intelligence (AI) tools may provide assistive technology support for activities such as:
	1. time management
	2. task sequencing and completion
	3. communication/expression
	4. reading and writing
	5. any of the above
2. Switch use is a viable access option for students with physical challenges of any age:
	1. True
	2. False
3. School systems are NOT required to provide accessible educational materials (AEM) for students with disabilities:
	1. True
	2. False
4. When considering possible assistive technology tools for a student, the first step is to:
	1. compare/contrast a range of devices and systems
	2. identify the specific skill deficits/tasks of difficulty
	3. feature-match tools to meet student needs
	4. identify relevant related service providers
5. Engagement with educational activities can be improved for students with disabilities by:
	1. purchasing expensive software systems for all students to use
	2. asking the family to suggest items for student use
	3. providing appropriate AT tools and training for use

1. The Tennessee Technology Access program (TTAP) provides free access to libraries of AT software and devices for use by schools when identifying tools for student need:
	1. True
	2. False

1. The ‘AT Maker’ movement supports addressing unique student needs by:
	1. creating devices that are unavailable or not obtainable
	2. customizing/adapting a device or system
	3. using easily found materials to quickly adapt a task for improved access
	4. all of the above
2. Using AT to enable access is considered ‘cheating’ and provides an unfair advantage for students with disabilities:
	1. True
	2. False
3. Bookshare, the reading tool that provides adaptive access to educational and recreational reading materials, is free to students:
	1. True
	2. False

1. Which of these is an example of a digital accommodation that can be provided to students to support accessibility and engagement?
	1. large print, paper-based content
	2. extensions and apps from Google, Apple, and Microsoft
	3. handheld, high contrast reading strips

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