

## **AAC EVALUATIONS AND ASSESSMENTS:**

### **What Are We Looking For and How Do We Find It? (3 CE HOURS)**

#### **Course Abstract**

This Intermediate level course walks learners through the complex processes involved in AAC evaluations and assessments, with attention to the importance of background information and the many factors to be considered during the assessment itself.

#### **Learning Objectives**

At the end of this course, learners will be able to:

Discuss what needs to be achieved during the assessment process, and how the ecological approach applies

Identify background information to be gathered, as well as its sources

Describe at least four checklists, surveys and profiles available to help guide the assessment process, and list some of the questions to be answered

Discuss the processes surrounding the selection of symbols and visual arrays, including the impact of vision and motor issues and the role of vocabulary organization

Identify special considerations that apply to school-age children, with attention to active learning strategies

Explain how the availability of iOS technology and relevant apps affects assessment, and describe the features of several options

#### **Timed Topic Outline**

I. AAC Assessment: What's the Goal? (10 minutes)

II. Paradigm Shift (5 minutes)

III. Background Information (15 minutes)

IV. During the Assessment (65 minutes)

V. Equipment for Assessments (45 minutes)

VI. Making the Decision (10 minutes)

VII. References, Exam, Evaluation (30 minutes)

#### **Delivery Method**

Correspondence/internet self-study with interactivity, including a provider-graded final exam. *To earn continuing education credit for this course, you must achieve a passing score of 80% on the final exam.*

**Course Author**

Susan Berkowitz received a B.A. in Psychology from Clark University, an M.S. in Speech-Pathology and Audiology from Tulane, and an M.Ed. in Education Administration from California State University at Fullerton. She also has extensive graduate background in Special Education and Applied Behavior Analysis, and has worked with children with autism for more than 40 years.

Susan has worked in a variety of settings as a SLP, a Director of Education, and a Chairperson of the Speech Pathology Department. Her career has taken her to public and private schools, developmental centers, group homes, and adult day programs. She currently runs her own private practice in San Diego, providing Independent Educational Evaluations in speech-language, AAC, and Assistive Technology, as well as consultation and staff training. She presents at a variety of national conferences and provides workshops in AAC, autism, and literacy.

She received a stipend as the author of this course; she has no other relevant financial or nonfinancial relationships to disclose.