

Communication Levels & Augmentative-Alternative Communication Final Exam (3.5 CE Hours)

- _____ are those needed to learn how to operate the system and access the symbols it uses.
 - Strategic skills
 - Linguistic skills
 - Operational skills
 - Social skills
- Strategic competence can allow the AAC user to attain communicative competence _____.
 - By learning the general receptive and expressive language skills typically developed by all individuals
 - In spite of linguistic, operational, or social impairments
 - By forming the hand shapes of signs and sequencing the motor movements needed to find, reach, and activate symbol buttons
 - Through acquiring sociolinguistic and sociorelational skills
- _____ is what keeps the AAC learner attempting communication with a system that he has yet to learn, and with which he experiences some failure.
 - Confidence
 - Motivation
 - Attitude
 - Resilience
- Light (1988) proposes four main goals of communicative interactions: to express needs and wants, to develop social closeness, to _____, and to fulfill social etiquette expectations.
 - Exchange information with others
 - Overcome barriers
 - Facilitate competence
 - Increase self-confidence
- Rowland and Scheigert (1997) created a construct of _____ levels of communicative abilities that help in assessments and intervention.
 - 7
 - 6
 - 5
 - 4
- “Behavior is under the individual’s control, but not yet used to communicate intentionally.” This is: _____.
 - Unconventional communication
 - Unconventional behavior
 - Unintentional behavior
 - Intentional behavior
- Phase 3 of PECS intervention involves _____.
 - The introduction of sentence structure with the “I want...” sentence strip
 - Teaching discrimination between pictures and adding them to the communication array
 - Commenting, using the carrier phrase, “I see...”
 - Teaching communication initiation using a reinforcing item, a symbol/picture, and two people
- Moving unconventional communicative behaviors to more conventional and symbolic communication involves a _____ that is equally communicative, equally easy to do, and gains an equal response.
 - Repair strategy
 - Reinforcer
 - Replacement behavior
 - Related behavior
- Using abstract symbols including speech, signs, Braille, or printed words to communicate usually occurs _____.
 - around 24 months
 - between 12-18 months
 - between 6-12 months
 - between 12 and 24 months
- LAMP relies upon the brain’s function to _____.
 - Teach symbol meaning and language use
 - Recognize patterns and to learn faster when using them
 - Use a gesture to accept, or accept and reject, a word or message
 - Establish communicative intent
- Communicators in the _____ may be good candidates for use of tangible systems.
 - Emerging stage
 - Beginning stage
 - Intermediate stage
 - Advanced stage

12. **For individuals at the beginning or intermediate symbolic levels of communication, the PLLAN _____.**
- Promotes partner-initiated or controlled activities
 - Instructs partners to use consistent modeling and Aided Language Stimulation
 - Provides specific steps and lessons to give structure to the teaching of language to learners with advanced skills.
 - Encourages the use of restrictive teaching
13. **Students with significant communication needs must receive numerous – and highly structured – opportunities to communicate: research tells us _____.**
- 100 direct opportunities per day
 - 150 direct opportunities per day
 - 200 direct opportunities per day
 - 250 direct opportunities per day
14. **During spontaneous interactions, naturalistic strategies _____.**
- Develop routine scripts
 - Are structured, with a standard order to the target responses
 - Can be used in most interactions, but rarely in play
 - Are child-centered, and focus on following the learner's lead, rather than being partner-driven
15. **How well an individual develops competency with his AAC system is strongly influenced by the competencies of his partners, their degree of supportiveness, and any barriers they place in his way. Barriers exist: _____.**
- When school districts allow the student to take the AAC system home with him for practice there
 - When there is sufficient quality information available about AAC
 - When insurance companies put limits on the amount of intervention services they will pay for
 - When appropriate AAC intervention strategies are applied
16. **Porter breaks communication partners down into groups. The first group, an individual's key communication partners, _____.**
- Do not need the skills to provide ALgS consistently
 - Need only the skills to operate the AAC system in order to understand the user's communication attempts
 - Will be prominent in providing aided language input
 - Need a general grasp of the individual's communication responses
17. **Per Jane Korsten, "The average 18 month old child has been exposed to 4,380 hours of oral language at the rate of 8 hours/day from birth. A child who has a communication system and receives speech/language therapy two times per week for 20-30 minute sessions will reach this same amount of language exposure in _____."**
- 96 years
 - 84 years
 - 72 years
 - 60 years
18. **The key to aided language systems is the consistent use of _____ by all communication partners in all environments.**
- Gesture
 - Unconventional communication
 - Symbols for two-way communication
 - Vocalization patterns
19. **In Aided Language Stimulation, partners should _____.**
- Avoid using self-talk and operational talk with beginning communicators
 - Provide a model of a target language concept, then wait – and signal to the user that they are waiting – for a response.
 - Minimize the use of verbal referencing
 - Give users feedback on the effectiveness of their communication attempts, but avoid message expansion and recasts.
20. **In the context of creating opportunities to use ALgS, _____ involves arranging – or rearranging – the environment so that the user feels the need or desire to communicate in order get what he wants.**
- Recasting
 - Expression
 - Routine
 - Engineering
21. **_____ are the stimulus that the partner or environment provides prior to the communication response.**
- Cues
 - Prompts
 - Hints
 - Wait times
22. **_____ prompts provide a demonstration of what the individual should do.**
- Physical
 - Modeling
 - Gestural
 - Picture

23. **Teaching vocabulary to any individual in any context requires using a variety of multimodal strategies. _____ involves interacting with the new word in a variety of ways, including defining, illustrating, using in context, explaining through words or pictures, creating art or music that defines or describes the word, and discussing the word with others.**
- Just Give Him the Whale (Paula Kluth)
 - Rowland's Communication Matrix
 - Evidence based vocabulary instruction (Marzano)
 - Four guidelines for ALgS (Goossens)
24. **Providing activities that are motivating is the key to learning: if activities are not meaningful and motivating, the individual is not engaged. One way to make sure that the activities for learning are motivating is to _____.**
- Use the individual's key interests
 - Follow the age-appropriate curriculum
 - Supply high-tech AAC systems
 - Follow them with tests
25. **Eventually adding decontextualized activities serves a couple of purposes, including _____.**
- Accustoming the user to the pressure of finding a word while a communication partner is waiting
 - Increasing reliance on motivating themes
 - Building the speed and ease with which the AAC user can locate vocabulary in the AAC system
 - All of the above
26. **_____ are those that improve a specific communication skill removed from its usual, natural context, or in contexts that are engineered to provide an opportunity to practice the skill with support/scaffolding, feedback, modeling.**
- Motivating activities
 - Functional activities
 - Contextualized activities
 - Therapeutic activities
27. **ECT integrates three intervention tools/ strategies, including the use of structural analysis, which is: _____**
- The initiation of age appropriate communication within activities by the student
 - Knowledge of the various social contexts for communication interactions, how these contexts are regulated, and how communication functions are used within them.
 - The integration of AAC strategies and systems into the planning and implementing of AAC intervention
 - Based on requesting and rejecting
28. **Toca Tea Party, Toca Kitchen, Bamba Burger, and My Play Home are examples of _____.**
- Apps designed for children's entertainment that can be utilized to generate language interactions and increase target skills
 - Apps designed to generate language interactions and increase target skills
 - Apps designed for children's entertainment that should not be utilized to generate language interactions and increase target skills
 - None of the above
29. **A variety of strategies have been explored to teach conversational skills to AAC users with severe disabilities, including _____.**
- The "Visually Literate Continuum" referred to by Hunt et al
 - Musselwhite and Burkhart's *Can We Chat* program
 - Providing students with AAC conversation books and peer interaction independent of instruction (Westby)
 - Motivating single switch users to engage in genuine communication by removing scaffolding (Light)
30. **Without scaffolding from adults, and lacking robust AAC systems, students fail to develop adequate _____ needed for conversational interactions in social engagement and storytelling in academic engagement.**
- Motor skills
 - Discrimination skills
 - Narrative skills
 - Cognitive skills