

[www.paulakluth.com/articles](http://www.paulakluth.com/articles)

Ideas for adapting books, including students in general ed classrooms

[www.pdictionary.com/](http://www.pdictionary.com/)

Internet picture dictionary provides symbols with English and Spanish words for use in adapted books or communication displays

[www.prentrom.com](http://www.prentrom.com)

Look for AAC Language Lab for step-by-step intervention targets, IEP objectives, and plans. This is also the source for the Pixon Project Kit by G. Van Tatenhove

[www.storyplace.org](http://www.storyplace.org)

Charlotte & Mecklenburg County public library has preschool stories with text, dialogue is highlighted, accompanying games

<http://trainland.tripod.com/pecs.htm>

Links to many Boardmaker overlays

[www.vantatenhove.com](http://www.vantatenhove.com)

Gail has many handouts here on using core vocabulary, descriptive teaching, teaching Unity/ Minspeak, and samples of the Pixon boards

## AUGMENTATIVE-ALTERNATIVE COMMUNICATION & SPECIAL POPULATIONS Including Access Needs Final Exam (3 CE HOURS)

1. Combined access is provided in \_\_\_\_\_ for individuals who use a combination of eye gaze or pointing and partner assisted scanning.
  - a. The PODD templates
  - b. Musselwhite's flip book system
  - c. The MegaBee
  - d. A clear acrylic frame
2. Limitations to the "pick up and give or show" method of access include \_\_\_\_\_.
  - a. A significantly lighter book with few to no layers
  - b. The lack of physical activity required by this method
  - c. The additional time needed to replace the symbols in the book when the message is completed
  - d. Memorizing the displays and sequences
3. Partner assisted scanning (PAS) allows for the advantage of having a live, thinking person \_\_\_\_\_.
  - a. Asking questions such as, "Do you feel sick?"
  - b. Helping to interpret the message.
  - c. Both a. and b.
  - d. Neither a. nor b.
4. Switches that work well with individuals who have limited range of motion or limited fine motor skills include the \_\_\_\_\_ switches.
  - a. Jumbo and Saucer
  - b. Twitch, Finger, Compact, and Gumball
  - c. Gooshy, Gel, Senso Dot, and Ultimate
  - d. Pal Pad
5. When looking at an individual's ability to use AAC to develop communication we have to be aware of \_\_\_\_\_.
  - a. How he processes input (what type of atypical patterns are used)
  - b. How the individual moves (what atypical patterns exist, what movements exist to use for responding)
  - c. What are the effects are of position stability, motivation, other impairments
  - d. All of the above
6. \_\_\_\_\_ of cerebral palsy involves damage to the cerebellum and/or its pathways.
  - a. Hypotonic type
  - b. Mixed type
  - c. Ataxic type
  - d. Dyskinetic type
7. Cotter, Carter, and Porter (2008) delineate some key issues for participating in learning for individuals with cerebral palsy, which apply to use of AAC. Among them are Weight Shift: \_\_\_\_\_.
  - a. The ability to shift weight and maintain stability is necessary, for example, for moving their hand or using a switch
  - b. Those involuntary movements of head, mouth, neck, trunk, extremities that happen during voluntary movement which the individual needs to learn to disassociate
  - c. Individuals with cerebral palsy almost always show a degree of asymmetry of the body; using both sides of the body is often must be learned
  - d. Opportunities to bear weight on arms or legs may be missing due to atypical tone to motor development

8. Erickson suggests identifying activities based on a color coded system where: \_\_\_\_\_.
- RED represents an activity at the child's independent level; limited cognitive challenge
  - GREEN represents communication whose symbols or vocabulary have been introduced and used
  - YELLOW represents motor position that is fully supported and access is maximized; minimal physical effort needed to sustain position
  - RED represents an activity that is cognitively and linguistically challenging
9. Rett syndrome is characterized by normal early growth and development followed by a slowing of development, usually at between \_\_\_\_\_ months of age, with loss of purposeful use of the hands, distinctive hand movements, slowed brain and head growth, problems with walking, seizures, and intellectual disability.
- 6-12
  - 6-18
  - 12-18
  - 12-24
10. When working with an individual with Rett syndrome, continued asking or prompting will \_\_\_\_\_.
- Elongate the period of waiting
  - Quickly initiate an action
  - Provide a helpful auditory stimulus
  - Restore hand and movement skills
11. Eye gaze can be a strength for some girls with Rett syndrome, but choosing an eye gaze system that allows for \_\_\_\_\_ is important.
- Proxemics
  - Degeneration
  - Compulsive hand movements
  - Extraneous head and eye movements
12. In an individual with CVI, an eye exam usually yields \_\_\_\_\_.
- Evidence of an ocular disorder
  - Evidence of injury to the eye
  - Normal results
  - Conflicting results
13. Students with CVI show \_\_\_\_\_.
- Lack of interest in color
  - Attraction to movement
  - Difficulty with near-space viewing
  - Acute visual reflex responses
14. Tips for AAC use with students with CVI include:
- Avoid use of core vocabulary or high-frequency vocabulary
  - Abandon the kind of standard objectives you set for other AAC users
  - Talk solely to practice a specific skill or to address the classroom curriculum
  - Incorporate changes rapidly
15. In \_\_\_\_\_, individuals are not aware that what they are saying makes no sense.
- Wernicke's Aphasia
  - Global Aphasia
  - Broca's Aphasia
  - Anomic Aphasia
16. The AAC-Aphasia Classification System has been developed and validated (Garrett and Lasker 2005), and defines two types of communicators with aphasia: \_\_\_\_\_.
- Phrase-based and theme-based
  - Letter boards and word boards
  - Visual and auditory
  - Partner-dependent and independent
17. Speech disorders with Down syndrome are usually related to oral motor weakness or anatomical differences. Specifically, problems include: \_\_\_\_\_.
- Abnormal development of facial bones and relatively large skull size may result in a larger oral cavity
  - Hypertonia may cause a variety of difficulties with muscle coordination and movement
  - Differentiation of the mid-facial muscles may be impacted, with a resulting impact on facial expression and oral movement
  - Small tongue size relative to oral cavity size impacts tongue placement for articulation
18. The articulation skills of children with Developmental Apraxia of Speech (DAS) often show: \_\_\_\_\_.
- Consonants are especially disordered in production
  - Apparent groping behaviors in speech
  - Consistent articulation errors
  - Significantly decreased intelligibility at the 1-2 syllable level

19. Autism is more recently considered \_\_\_\_\_, resulting from disruption of the central nervous system.
- Childhood Schizophrenia
  - An emotional disorder
  - A mental health disorder
  - A neurodevelopment disorder
20. Most behaviors that we find “unacceptable” or “inappropriate” exhibited by students with ASD can be traced back to \_\_\_\_\_.
- A communicative function
  - Sign language
  - Use of graphic symbols
  - Use of speech generating devices
21. Evidence based practice (practice supported by external scientific evidence, clinical expert opinion, and client based opinion) with students with ASD is strongest and most consistent when using \_\_\_\_\_.
- Visual cues
  - Requesting and protesting
  - Applied behavior analysis techniques
  - Sign language
22. The Evidence-Based Practice and Autism in the Schools guide published by the collaboration of the National Autism Center/National Standards Project lists the following: \_\_\_\_\_.
- Established AAC treatments including Facilitated communication
  - Unestablished treatment including Schedules
  - Emerging AAC treatments including PECS
  - Established AAC treatments including Sign instruction
23. Drager (2009) reviewed the literature on use of Aided Language Input with individuals with ASD. The variety of aided input strategies have the following features in common: \_\_\_\_\_.
- They are implemented in extremity, with highly trained communication partners
  - They augment the input the individual receives
  - They use keyboard input to expand vocabulary
  - The intervention is embedded into specialized activities
24. Some of the disadvantages of using the *Proloquo2Go* app with students with ASD include \_\_\_\_\_.
- The automatic morphological/syntactic functions
  - One-button addition of new vocabulary
  - Access to recently spoken items for the past 15 or 60 minutes
  - The touch panel is not very adjustable
25. In addition to providing AAC intervention, the following communication intervention strategies are recommended for individuals with ASD (Ohio Dept. Health): \_\_\_\_\_.
- Allow time for auditory processing and formulation of information
  - Increase asking questions; decrease use of comments
  - Distract the individual from the speaker
  - Wait for the individual to initiate contact