

# BEST PRACTICES IN TECHNOLOGY INTEGRATION: Assessing New Technology and Incorporating Existing Technology into Therapy

## Final Exam (2 CE HOURS)

1. As of \_\_\_\_\_, portable tablets were identified as being implemented in classrooms daily in over 4.5 million schools. Specifically, iPads were identified as being the most prevalently used mobile technology device in the educational sector all over the world.
  - a. 2011
  - b. 2013
  - c. 2015
  - d. 2017
2. In 2013, Karsenti and Fievez conducted a survey of 6,507 students and 302 teachers in Quebec, Canada, to examine the uses, benefits, and challenges of iPads in education. Which of the following is NOT one of the benefits listed by the survey?
  - a. Development of students' IT skills
  - b. Greater access to information
  - c. Greater collaboration among students, as well as between students and teachers
  - d. Increased ease in writing lengthy texts
3. In the spring of 2011, Progressus Therapy participated in a national pilot study which proposed to examine how the iPad could be used effectively and efficiently by occupational therapists and speech-language pathologists employed in school and early intervention settings. \_\_\_\_\_ of participating clinicians cited the iPad as increasing their opportunity to work on targeted goals outlined in the Individualized Educational Plan (IEP).
  - a. 27%
  - b. 52%
  - c. 79%
  - d. 93%
4. The concept of social constructivism was first introduced by \_\_\_\_\_ in his contention that language processes developed within the context of social interactions.
  - a. Benjamin Bloom
  - b. Erik Erikson
  - c. Lev Vygotsky
  - d. Yrgo Engestrom
5. In applying first generation activity theory to technological tools, the mediating factor may be that of \_\_\_\_\_.
  - a. The individual subject
  - b. The individual object
  - c. The iPad facilitating (language) interactions between users
  - d. The structural components of rules, community, and division of effort
6. Although \_\_\_\_\_ failed to graphically expand Vygotsky's original model, he did provide a conceptual framework that addressed activity occurring within the context of a collective group. In doing so, he extended activity theory to include the structural components of rules, community, and division of effort.
  - a. Aleksei Leont'ev
  - b. Alexander Luria
  - c. Benjamin Bloom
  - d. Erik Erikson
7. In the expanded triangular representation of activity theory put forth by Yrgo Engestrom, “\_\_\_\_\_” are the established guidelines influencing the type of artifacts that may be used by the subjects.
  - a. Communities
  - b. Divisions of effort
  - c. Outcomes
  - d. Rules
8. The Rate That App tool, developed by Deb Tomarokos, is a four-part rating system. Which of the following characteristics of an application is NOT assessed by Rate That App?
  - a. Design
  - b. General information and operation
  - c. Number of activities available
  - d. Speech-language use

- 9. As developed by Sean Sweeney, the “FIVES” acronym represents the following criteria for assessing apps:**
- Fairly-priced, Interactive, Visual, Educationally Relevant, Speechie
  - Fairly-priced, Intuitive, Variable, Educationally Relevant, Speechie
  - Fairly-priced, Intuitive, Visual, Easy, Speechie
  - Fairly-priced, Isolation, Visual, Eco-friendly, Speechie
- 10. The Evaluation Rubric for Speech Therapy Apps, developed through the Virtual Speech Center by Beata Klarowska, uses a grading scale ranging from 1 to 5 stars, with a rating of 5 stars being the highest. In the category of “visual appearance,” which of the following constitutes a 1-star rating?**
- The graphics are clear, organized, and appealing. There are no ads.
  - The graphics are disorganized and not very appealing, or there may be some ads.
  - The graphics are disorganized and not very appealing. There are ads.
  - The graphics are organized and somehow appealing. There are no ads.
- 11. Best practices in incorporating mobile technologies into therapy stress the importance of interaction between the client and mobile application to the development of deeper learning. Clinicians utilizing apps in a drilling method \_\_\_\_\_.**
- Allows for interactivity between the client and the mobile application
  - Does not allow for interactivity between the client and the mobile application
  - Increases interactivity between the client and the mobile application
  - Support best practices
- 12. Technology use with clients should be \_\_\_\_\_.**
- Active
  - Intermittent
  - Passive
  - Required
- 13. Examples of \_\_\_\_\_ would consist of (a) watching digital content produced by others; (b) performing “drill-and-kill” practice sets; (c) completing digitized worksheets and quiz-based digital games; and (d) listening to and parrotting back information presented on a mobile application.**
- Active technology consumption
  - Best practices in technology consumption
  - Excessive technology consumption
  - Passive technology consumption
- 14. Meaningful learning is sustainable and useful learning derived from experiences that connect to our existing knowledge. An example would be \_\_\_\_\_.**
- An app emphasizing rote memorization
  - An app relying on tapping or swiping in response to something on the screen
  - An app that engages the child and parents in language activities around the home using the device’s camera
  - An app with superfluous animations and sound effects
- 15. According to the American Academy of Pediatrics (2016), at 2-5 years, children’s media use should be limited to \_\_\_\_\_.**
- 1 hour per day of high-quality programming viewed with parent(s) mediating learning experiences
  - High-quality programming viewed with parent(s) mediating learning experiences
  - Video chatting, i.e. Facetime
  - None of the above
- 16. The apps Squigglefish and Animal 4D+ are examples of \_\_\_\_\_ in action.**
- Augmented reality
  - Choosing specific sounds to target
  - Digital coloring activities
  - Rote memorization and drilling
- 17. The \_\_\_\_\_ app teaches phonological awareness; (b) sound-letter identification; (c) rhyming; (d) segmentation; (e) blending; (f) segmentation; (g) word identification; (h) reading of simple phrases and sentences, (i) reading comprehension, and (j) following directions. In addition, the video game feel is engaging.**
- Imagistory
  - My PlayHome
  - Superhero HD
  - Teach Your Monster to Read
- 18. \_\_\_\_\_ is an example of a digital story telling app which requires clients to provide “voice-over” for a story depicted using visual scenes only. However, it also has an option for users to listen to pre-recorded voice-overs of selected stories.**
- Animal 4D+
  - Imagistory
  - My PlayHome
  - Princess Fairy Tale Maker

19. Which app is considered to be an excellent resource for establishing and teaching (a) social stories; (b) social routines; (c) social language; (d) prediction-making; (e) actions; (f) plurals; (g) quantitative concepts; (h) gender; (i) sequencing; (j) following directions; (k) object identification; (l) opposites; and (m) qualitative concepts?

- a. Imagistory
- b. iRead With Curious George
- c. My PlayHome (and related apps)
- d. Princess Fairy Tale Maker

20. The \_\_\_\_\_ website is a resource for assisting clinicians in selecting appropriate applications for their specific clients' needs. The clinician search for apps addressing targeted speech-language related concepts by completing a keyword search. Furthermore, clinicians can establish additional mobile application parameters.

- a. Bridging Apps
- b. Clearview Speech and Consulting Services
- c. Monte Vista
- d. Progressus Therapy

## ANSWER SHEET

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

State: \_\_\_\_\_ ZIP: \_\_\_\_\_ Country: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

ASHA membership # \_\_\_\_\_

License/certification # and issuing state/organization \_\_\_\_\_

Clinical Fellow: Supervisor name and ASHA membership # \_\_\_\_\_

Graduate Student: University name and expected graduation date \_\_\_\_\_

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**By submitting this final exam for grading, I hereby certify that I have spent the required time to study this course material and that I have personally completed each module/session of instruction.**

### Best Practices in Technology Integration: Assessing New Technology and Incorporating Existing Technology into Therapy - Final Exam

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|--------------------|--------------------|---------------------|---------------------|---------------------|
| 1. (A) (B) (C) (D) | 5. (A) (B) (C) (D) | 9. (A) (B) (C) (D)  | 13. (A) (B) (C) (D) | 17. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 6. (A) (B) (C) (D) | 10. (A) (B) (C) (D) | 14. (A) (B) (C) (D) | 18. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 7. (A) (B) (C) (D) | 11. (A) (B) (C) (D) | 15. (A) (B) (C) (D) | 19. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 8. (A) (B) (C) (D) | 12. (A) (B) (C) (D) | 16. (A) (B) (C) (D) | 20. (A) (B) (C) (D) |

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