Certified Professionals may earn .2 CEUs by completing quizzes based on selected articles in each issue of the Assistive Technology journal.

Each quiz is 12 questions in multiple-choice or true-false format. You must answer nine questions correctly (75%) to earn the .2 CEU credit. Results of the quiz will be emailed (or mailed by request) upon completion. Complete the quiz by circling the correct answers. Mail or fax the completed quiz with payment to RESNA Quizzes, 1700 N. Moore St, Suite 1540, Arlington, VA 22209. FAX: (703) 524-6630.

☐ RESNA members: $32  ☐ Nonmembers: $45

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Other quizzes from Assistive Technology Journal articles may be found on the RESNA website (www.RESNA.org). The primary program learning objective is to keep abreast of current findings and practices in assistive technology, research and rehabilitation engineering.

Was the content of the article relevant to current AT practice? ☐ Yes    ☐ No
Was reading the article and completing the quiz a good way for you to learn? ☐ Yes    ☐ No
26.2c Quiz – Assistive Technology as a predictor of general or alternate assessment among elementary-aged students with Autism Spectrum Disorders

1. Approximately how much more likely are students with Autism Spectrum Disorders (ASDs) likely to participate in the general assessment when they have access to assistive technology?
   A. two times
   B. three times
   C. four times
   D. five times

2. What is considered the most common method for the determination of a student’s participation in the general assessment?
   A. from a decision by the NCLB committee
   B. from a decision from the student’s IEP team, considering both curricular and state requirements
   C. from a decision by the student’s parents and teachers
   D. from a careful scrutiny of criteria for both the general assessment and alternate assessments

3. Which ever-present element concerning what does and does not constitute an alternate assessment represents a major hindrance to improving the validity of these assessments?
   A. consternation
   B. vacillation
   C. variation
   D. trepidation

4. Which of the following conditions (diagnoses) represents the greatest proportion of alternate assessment children?
   A. mental retardation
   B. autism
   C. multiple disabilities
   D. cerebral palsy

5. Symptoms of Autism spectrum disorders usually present by which age?
   A. two
   B. three
   C. four
   D. five

6. Which conditions could require the use of assistive technology, and specifically the use of AAC devices, for individuals with ASDs? (choose two)
   A. impaired metacognitive function
   B. impaired social interaction
   C. impaired auditory function
   D. impaired communication
7. What is the specific purpose of this study?
   A. to determine how to maximize assessment participation for individuals with ASDs
   B. to examine how to access statistically significant assistive technology methods to deal effectively with ASDs
   C. to examine how access to assistive technology may predict the type of assessment participation when statistically controlling for a variety of background variables
   D. to predict which methods of assistive technology are most effective to deal with ASDs

8. What are alternate assessments intended for?
   A. individuals with significant cognitive impairments
   B. individuals with auditory processing skill impairments
   C. individuals with disassociative cognition impairments
   D. individuals with significant metacognitive deficiencies

9. When evaluating model fit, what R-squared value was achieved which indicated an acceptable level of model fit?
   A. .10
   B. .20
   C. .30
   D. .40

10. What was the only individual predictor considered statistically significant at the .05 level?
    A. adaptive behavior functioning
    B. expressive communication
    C. receptive communication
    D. access to assistive technology

11. Based on post-analysis observations, access to assistive technology represents what type of predictor of type of assessment received?
    A. one major predictor
    B. one minor predictor
    C. one of several significant predictors
    D. the only significant predictor

12. What is considered one substantial limitation to this study? (select two)
    A. it was difficult to determine what level of ASD students actually had
    B. it was difficult to determine what proportion of the ASD students were appropriately receiving access to assistive technology
    C. it was difficult to assess whether the students that did not have access to assistive technology actually needed assistive technology to accommodate for a specific communication deficit
    D. the current study is one of several valid empirical analyses of the relationship of access to assistive technology for students with ASD specifically as a way to increase access to and participation in general assessment of yearly academic progress