**Review&Chew #1**

Questions requiring written responses in addition to discussion during Review&Chew:

1. Make a bullet list of the strengths and limitations of Goal Attainment Scaling according to Grant & Ponsford (2014). Under the limitations, make sub-bullets listing possible solutions or mitigators.
2. Make a bullet list of the big takeaways regarding the use of formal, standardized tests. (In other words, what are the overall recommendations or “options” of the Turkstra et al review article?).
3. We frequently use the RBANS and the BRIEF in our cognitive consultations. Which has higher ecological validity? Why? What other types of validity are important to examine? (Information is in Turkstra 2005 review)
4. Make a bullet list of the four rehabilitation stages listed in the *Clinician Guide*. Write a couple sentences saying how these might map onto the treatment of speech sound disorders that you learned last term.
5. Chapter 1 in your text introduces the notion of systematic instruction. Give a one sentence definition and list an example of how you have already applied this to a client or could have applied it to a client.
6. Chapter 1 in your text talks about Experience Dependent Plasticity. Review Table 1.2 and list anything that surprised you or you had not previously thought about.
7. Make your own graphic or summary of the PIE framework introduced in Chapter 4 that highlights the key components

Additional Discussion Questions for Class:

* Think about the CHARTR assessment flowchart and the range of reasons or purposes for assessment. For what assessment purposes is standardized tests most useful? For what assessment purposes is GAS most useful?