



# Project Building Bridges

Michaela Azzopardi



# XX's Description

- 6 year old male
- Down Syndrome
- Kindergarten
- Moderate- severe SDC in Novato Unified School District
- XX's AAC Systems:
  - Unaided communication
  - Aided communication
- Emergent communicator
- Expressive language delay
- Spanish and English are spoken in the home
- Enjoys sensory and motor activities with cause/effect.

# XX's AAC Systems

- *Unaided communication:*

- gestures
- vocalizations
- facial expressions
- sign approximations
- word approximations
- fussing, whining, & screaming

- *Aided communication:*

- *GoTalk Now* on iPad
- low tech icons with actual pictures or Boardmaker
- *Sequencers*
- Pictello
- Bitsboard

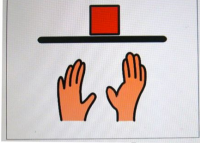
# XX's Language Skills

1. XX displays joint attention.
2. Vocalizes the words, (e.g., “Go,” “again,” “stop,” “all done,” “more,” “eat”, “uh oh,” “clean up”).
3. Sign approximations, (e.g., “eat” and “more”).
4. Emerging skills of combining two symbols, (e.g., “all done stop”).



# Family Interaction

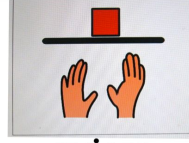
- XX's AAC system facilitates family interaction:
  - relevant and appropriate for XX's language level
  - interactive
  - both languages for XX and the family.
- GoTalk Now sports overlay:
  - family can communicate, watch, and play sports together.
  - vocabulary that can be incorporated in the home and school settings.
- XX's emerging skills of combining two-word symbols can be easily modeled on the GoTalk Now overlays.
- XX enjoys watching videos of himself and other people.



want



more



quiero



más



chair



all done



silla



ya terminé

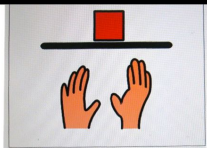
Chair English



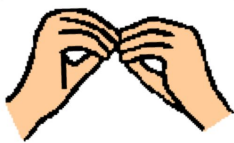
Silla Spanish



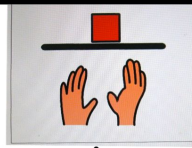
Motor Activity Time



want



more



quiero



más

sit



sentarse



eat



drink



all done



comer



beber



ya terminé

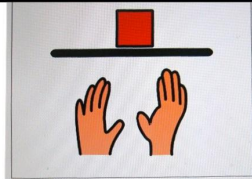
Table English



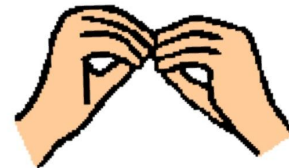
Table Spanish



Eating Time



want



more



sandwich

sit



yogurt



eat



drink



all done



Food English



Eating Time



I take out my lunch.



I jump on the trampoline.



I say hi to my friends.



I ask to play with toys.



I spin on the chair.



I ask for more chair spinning.



I push on the ball.



I sit in my chair during morning circle time.



I stand up.



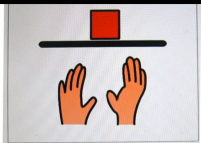
I say hi to my friends during morning circle time.



I sit and eat my lunch.



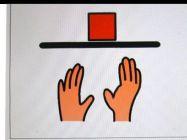
## XX's Daily School Schedule



want



more



quiero



más



soccer



golf



basketball



pelota



golf



basket

Sports English



Sports Spanish



Sports Overlay

# Family Involvement

- XX's family participated in the decision making process regarding his vocabulary and language needs by:
  - Meeting before the school day to discuss:
    - specific vocabulary
    - dialectal translations
    - recommendations for linguistic and interactive iPad applications
  - We would also communicate through email
- Planned trainings for the applications: GoTalk Now, Pictello, and Bitsboard on the iPad.
- Frequent communication with the SLP

# Service Delivery System Strategies

- Updating XX's parents on what we were working on the classroom.
- Consulting XX's parents on activities at home that could have more communication opportunities and support.
- Planned home visits
- Frequent communication with SLP



# Self- Assessment Results

- I am extremely confident in areas of knowledge base, own cultural values and biases, culturally appropriate assessment strategies, and culturally and linguistically diverse families
- Further develop skills in the areas of policies and laws impacting AAC and multiculturalism, my expectations from families, and utilizing comprehensive evaluation instruments.
- Score 97%; Mastery Rating between a score of 4 & 5.
- Practicing and learning!

# O.A.

By Nancy Ly

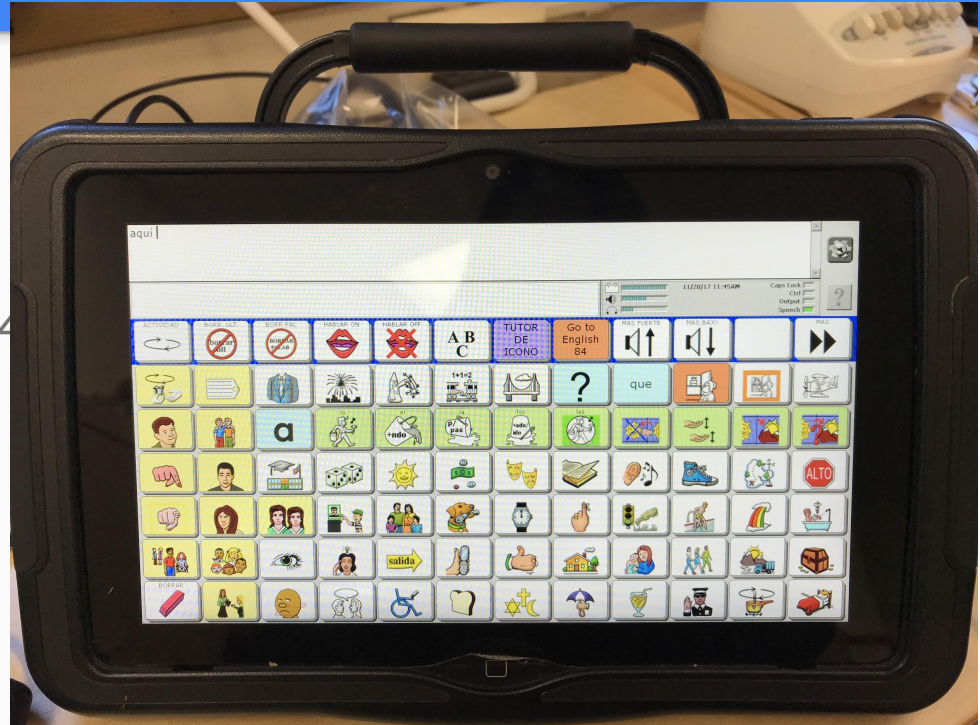


# All About O

- 5 years and 7 months old boy
- Attends a special day class, TACLE, at RHES
- Verbal communicator who receives speech and language services under speech and language impairments due to deficits in articulation and expressive language
- Speaks English at school and Spanish at home
- Uses an *Accent 1000*

# Current AAC System

- Gestures, facial expressions
- Exceptional emergent communicator
- Loaner Accent 1000 with *Unity 84 Sequenced* and *Unidad*
- Direct selects with various fingers from both hands but typically uses right index finger



# Family Inclusion

- Can be difficult
- Students, including O, are bused in to attend TACLE
- All About Me Inventory- Spanish
- MAPS
- Borrow Spanish books from the library
- Establishing trust is paramount

## Todo sobre mí inventario

Fecha: \_\_\_\_\_

Nombre del alumno: \_\_\_\_\_ Reportado por: \_\_\_\_\_

Instrucciones: Por favor complete este cuestionario sobre su hijo(a), Para conocerlo mejor.


Cosas que me hacen especial	
Talentos Especiales:	Ejemplos: Poniendo caras raras o simpáticas, cantando
Tradiciones familiares:	Ejemplos: Familia noche de cine, vacaciones
Cosas curiosas que hago y cómo hago reír a la gente:	
Cosas que me gustan hacer:	Ejemplos: Bailar, pintura
Las cosas que son importantes para mí:	

# Family Inclusion

## Messages to families


Dear Mom, Dad, Parents  
Por Favor ayude a su hijo a llenar este forma para su proyecto  
de linea de tiempo. Vuelva a la Sra. Mo el lunes, 13 de Noviembre.  
Gracias!

Before I was little. Antes de que yo era pequeno.



Antes, mis favoritos eran: 1. libros, 2. jugar conitos

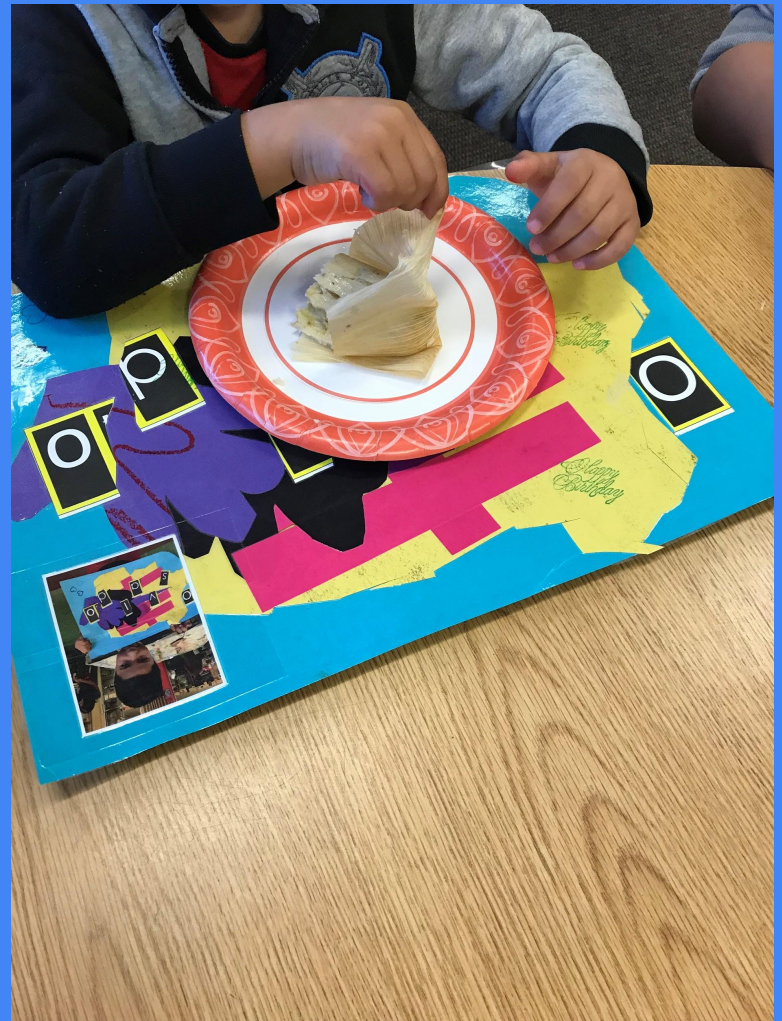
Now I am big. Ahora soy grande.



Ahora, mis favoritos son: 1. color y sugar, 2. andar en el kiciclo y  
sugar Futbol

# In the meantime...

- Acknowledge the reality
- Continue to build trust to encourage more family involvement which can lead to family buy-in
- Continue to teach O in developing speech and language skills
- Teach traditions that pertain may pertain to O's culture





## The Protocol for Culturally Inclusive Assessment of AAC

### SELF ASSESSMENT: Extent of Multicultural Competencies

This form is to be used as a guide for multicultural competency attainment for Project Building Bridge scholars. Scholars will complete this document upon begin accepted in Project Building Bridges, as well as upon completion of all Project Building Bridges requirements. The document will serve as a tool for self-assessment, advising, and faculty evaluation throughout scholars' participation in the project.

Name:   Nancy Ly  

Date:   12/7/17  

   Initial Self-Assessment

  X   Final Self-Assessment

Please rate your level of confidence in your current skills in the following areas related to serving students who use AAC and are from culturally and linguistically diverse backgrounds.

1. I do not feel confident ...
2. I feel somewhat confident ...
3. I feel confident ...
4. I feel very confident ...
5. I feel extremely confident ...

The Protocol for Culturally Inclusive Assessment of AAC	Mastery Rating				
<b>Knowledge Base</b>					
1. I have extensive knowledge regarding AAC components, techniques, strategies, symbols, and assistive technology.	1	2	3	4	5
2. I have studied the characteristics of several different disabling conditions.	1	2	3	4	5
3. I have knowledge regarding the history of and attitudes towards multiculturalism.	1	2	3	4	5
4. I can identify cross-cultural similarities and differences in the communicative behaviors of my own culture as well as among culturally/linguistically diverse cultures.	1	2	3	4	5
5. I have knowledge regarding policy and laws impacting AAC and multiculturalism.	1	2	3	4	5
6. I have knowledge of community and professional resources for all clients.	1	2	3	4	5
7. I can define terms such as ethnicity, world views, and acculturation.	1	2	3	4	5
<b>Awareness of Own Cultural Values and Biases</b>					
8. I enjoy interacting with persons from other cultures as much as when interacting with persons from my own culture.	1	2	3	4	5
9. I feel comfortable interacting with families from cultural backgrounds different from my own.	1	2	3	4	5
10. I am sure of what to expect from families.	1	2	3	4	5
<b>Awareness of Culturally Appropriate Assessment Strategies</b>					
11. I am confident in my ability to evaluate linguistically diverse persons needing AAC services.	1	2	3	4	5
12. I use all family members, as appropriate, during the collection of information, e.g. parent(s), grandparent(s), aunt(s)/uncle(s), cousins(s), friends, elders, and folk healers.	1	2	3	4	5



13. I am confident in my ability to utilize comprehensive evaluation instruments.	1	2	3	4	5
14. I have experience conducting a culturally sensitive interview and a non-biased assessment.	1	2	3	4	5
15. I use different methods for collecting information, i.e., observations, interviews, open-ended questions, and secondary sources.	1	2	3	4	5
16. I can conduct an effective interview with a family from a cultural background different from my own.	1	2	3	4	5
17. I monitor and correct my own errors, defensiveness, anxiety, and misunderstandings when communicating with persons from cultures different from my own.	1	2	3	4	5
<b>Relationship with Culturally/Linguistically Diverse Families</b>					
18. I believe that I am perceived by most families to have the quality of trust-worthiness.	1	2	3	4	5
19. I believe that families feel comfortable when interacting with me over time.	1	2	3	4	5
20. I believe that most persons do not perceive me as having biases or using stereotypes.	1	2	3	4	5

Huer, M. B. 1997. Culturally inclusive assessments for children using augmentative and alternative communication (AAC). *Journal of Children's Communication Development*, 19, 23-34.



# Project Building Bridges

Sadie Madjidi  
12/8/2017





## **Student Background Information:**

- XX is an 11 year-old male in the 5th grade
- Primary disability is Deafness and secondary is Intellectual Disability (ID)
- He has a cochlear implant on his left ear and hearing aid on his right ear as result of his bilateral sensorineural hearing loss
- At the moment, members of the team are not sure what he can hear or if he can hear
- Ambulatory
- In an AAC classroom at Venetia Valley Elementary in San Rafael
- Lives with his father, mother, and brother
- Strong receptive language skills



## Student Information Continued...

- Mainstreams into a science class and a grammar class
- Sees an SLP and hearing specialist at school
- Exposed to multimodal communication in the classroom (signing, AAC, and spoken language)
- Spanish is spoken at home, but receives instruction in English at school
- Context-dependent communicator
- Enjoys technology, puzzles, art, and building things
- Benefits from visual supports (e.g. schedule)
- Independent and demonstrates a strong desire to socialize with others

# AAC System



## Unaided Means

- Gestures
- Facial expressions
- Writing
- Eye gaze
- Pointing
- Few vocalizations, but does not have functional speech
- Limited ASL signs (more, help, thank you, bathroom)

## Aided Means

- Proloquo2Go on iPad 2 via direct select (6x6 grid)
- Application is in English and Spanish

Home

I	is	what	where	not	more
you	want	like	do	to	all done
it	go	have	get	on	good
that	stop	help	see	in	Chat
People	Actions	Describe	Help	up	Little Words
Things	Food	Fun	Places	Questions?	funk






## **How does the system represent the cultural identity of XX's family?**

- My supervisor and I sat down with XX's mother and added Spanish on the Proloquo2Go and showed her how to switch back and forth between the two languages.
- I have also sat down with mom and added family members names accompanied by their photo because that was something important to her
- In addition to that, I met with his mother to show her how to add more buttons if anything else important pops up that she wants on his device





< People

 Family

I



is



who



where



not



more



you



want



like



do



love



all done



he



hate



sister



brother



father



grandfather



she



grandmother



mother



family together



Moses



Maria



Jose



Isaias



Jesus



Epifanio



Carmen



More

2





## **How does the system facilitate or limit family interaction?**

- At home, the device is used frequently to communicate a variety of different things, and his parents find it extremely useful.
- Per a conversation with XX's mother, she loves the Proloquo2Go and believes it has helped her son become more comfortable with his communication
- They use it to discuss daily activities such as “dinner is ready“, “let’s eat“, “time to shower“, “go to the park“, etc.
- Since the parents are Spanish speaking, prior to adding it in Spanish they must have used a limited amount of words they used on the system but now they can communicate in native language



## **How do the symbols and vocabulary in the system allow the family to engage in topics that interest them?**

- Access to a wide variety of core vocabulary and morphological features (which XX knows how to utilize some of them)
- Access to fringe vocabulary about school, activities of interest (bubbles, play-doh), food, places (church), etc.
- Access to different family members name with accompanying pictures in his device



# **How was/is the family included in the decision making process regarding vocabulary and language needs of the child?**

- XX's mom was actively participating in the AAC assessment process
- Mom was trained on how to use the iPad and Proloquo2Go application
- Once I began the project, I met with his mother several times to discuss what kinds of things she would like XX to have on his device and be able to communicate
- Mother did not want to add much more, because she felt it may be overwhelming and she wants him to learn what he already has



# **What are some strategies the service delivery system is using to include the family?**

- Quarterly progress reports, teacher talks to parents daily (she has one of paraprofessionals or bilingual Spanish English SLP translate for her) about how he did that day.
- Teacher and parent conferences discussing how he uses the iPad to communicate, the need for ASL, and concerns regarding his alertness from sounds in the environment.
- Mom comes into class to support XX occasionally
- Teacher has a website where parents can check in on what the class is doing



## What I did with XX:

- Since his mother plays guitar and sings, she wanted to make sure XX understood the song she recently wrote for him
- Next, I videotaped her performing the song and created a Pictello story. On each page, there was the audio recording of his mother singing and the lyrics in Spanish, English, and a video of XX signing a core word from that verse.
- He's being exposed to Spanish, English, signing, and auditory cues
- Since he loves music and videos, this was motivating for him and served as a great visual

## Pictello Demonstration



I will walk with you by your side



Contigo siempre a tu lado yo caminaré



## What next?

- Additionally, I found that XX was not communicating what he was learning at school (such as new words and signs) to his parents at home. His mom wanted to know what words and signs he was learning, so there was a gap between home and school.
- In the future, to connect home and school, gather 5 core words of the week from his teacher and make Pictello stories of each word. For example, having the word, definition, sentence, and a video of XX signing that word.
- Make sure the words are in his Proloquo2Go
- Train whoever will be working with him next and teacher to do this.



# Huer Self-Assessment Results:

- ❖ I felt extremely confident and gave a mastery rating of 5 for most items under the ‘Awareness of own cultural values and biases’, ‘Awareness of Culturally Appropriate Assessment Strategies’, and ‘Relationship with Culturally/Linguistically Diverse Families’ sections
- ❖ Areas to further develop skills:
  - identify cross-cultural similarities and differences in the communicative behaviors of my own culture as well as among other culturally/linguistically diverse populations
  - my ability to evaluate linguistically diverse people needing AAC services and utilizing comprehensive evaluation instruments, simply because I still have not gotten much experience with that.
  - my knowledge regarding policy and laws impacting AAC and multiculturalism due to lack of exposure
  - What to expect from families (every family is different)



## Reflection/Where to go from here?

- Learn more about the AAC evaluation process
- Gain more experience and practice with AAC assessments
- Continue working with culturally and linguistically diverse clients who benefit from the use of AAC
- Continue to learn about the characteristics of different disabling conditions

# Project Building Bridges: Culminating Experience

Julie-Anne Manuel

TRC SLP Graduate Student Intern



# About C

- **Age**: 11;4
- **Etiology**: Feingold syndrome and the microdeletion of chromosome six, and other diagnoses that significantly impact his daily life (e.g., seizures and dysphagia)
- **Placement**: 6th Grade SDC Class at a K-8 School
- **AAC System**: iPad + Proloquo2Go
- **Communication & Language Profile**: Context-Dependent Communicator
  - Assessed through classroom observations, language sample, and informal completion of DAGG-2
  - Receptive language is stronger than his expressive language skills
- C is charismatic and has strong pragmatic skills
- C enjoys watching "Signing Time" videos, participating in group activities, and is very observant of his classmates

# C's Means of Communication

- Unaided Means

- Vocalizations
- Gestures
- Head nodding and shaking
- Manual signs approximations
- Pointing
- Facial expressions



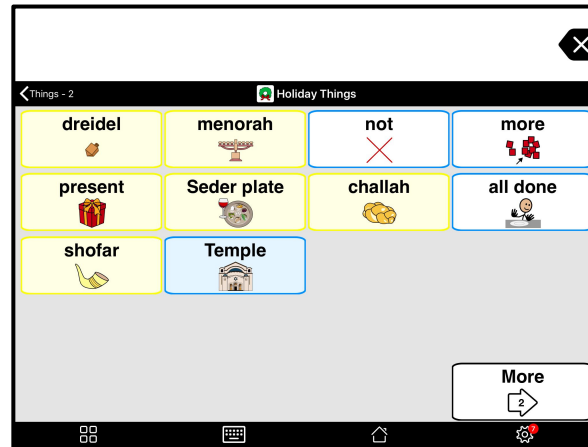
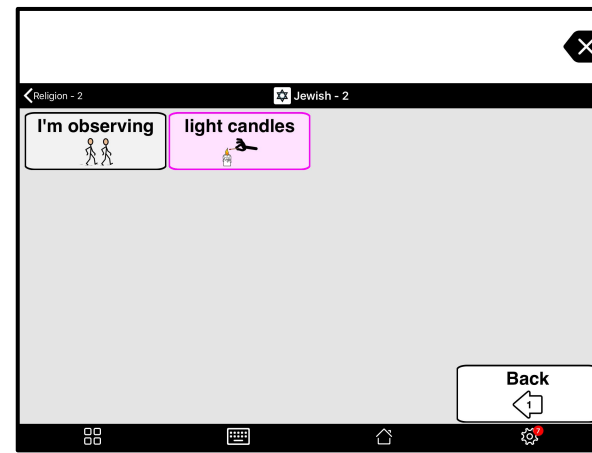
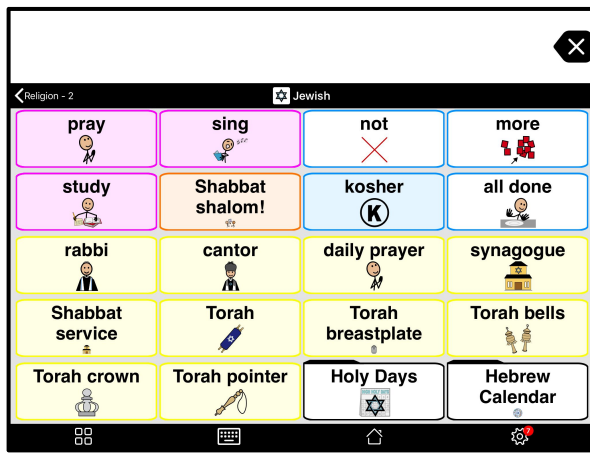
- Aided Means

- **AAC System:** iPad
- **AAC Software:** Proloquo2Go
- **Representation of system:** Categorically based grid system (4x5)
- **Languages spoken on system:** English with pronunciation exceptions for Hebrew vocabulary



# Family's Cultural Identity

- C is from an Orthodox Jewish family and his father is a Rabbi
- C lives with his parents and 7 siblings
- **Languages spoken at home**: English and Hebrew
- Representation of C's Culture on his AAC System:
  - Category for Judaism
  - Vocabulary that is relevant and important in the Jewish culture
    - Food items (e.g., Challah)
    - Important activities (e.g., praying)
    - Cultural items (e.g., Torah, menorah)
    - Holy Days, (e.g., Hanukkah)
    - His parents, all of his siblings, and specific extended family were programmed into his device



- **C's AAC System** -

Customized Proloquo2Go app to Incorporate Hebrew Vocabulary

# Working with C & His Family ...

1. Introducing C to iPad apps to incorporate his culturally and linguistically diverse family.
2. Collaborating with C's family to determine the culturally appropriate means to prepare C for his Bar Mitzvah.
3. Collaborating with C's family to determine what AAC means can be used to help C learn how to read and write in Hebrew.
4. Collaborating with C's family to determine how to use both low-, mid-, and high-tech AAC so that C can participate in meaningful family and cultural activities, such as praying throughout the day.



# GoTalk Now

- Highly customizable
  - Can include pictures and videos from the GoTalk Now Library, C's iPad, and the internet
  - Colors of the pages can be customized
    - Useful for students who have CVI
- User can have both grid displays or scene displays
- Compatible with Apple's Hebrew Keyboard
- App has a built-in Hebrew voice
  - However, the voice does not fit what the family wants for C and there are no alternative Hebrew voices at this time
- Boards can be turned into Express Pages and used as a means to communicate in conversations
- App can read symbols from right to left



# For C .... Shema in Hebrew

<div>Adonai אֲדֹנָי</div> 	<div>Yisrael יִשְׂרָאֵל</div> 	<div>Shema שְׁמָה</div> 
<div>echad אֶחָד</div> 	<div>Adonai אֲדֹנָי</div> 	<div>elohemu אֱלֹהֵינוּ</div> 



Shema



# Demo - Shema in Hebrew

# Touch and Write

- During the first meeting with C's parents, they stated that they wanted C to learn how to read and write in Hebrew
- This app allows C to gain exposure to Hebrew script and words in an engaging way
- This app can be shared with his siblings, who are also learning how to read and write in Hebrew
- Barriers:
  - C does not yet have the motor skills to write in Hebrew
  - Unsure how much instruction C receives in Hebrew and to successfully use the app



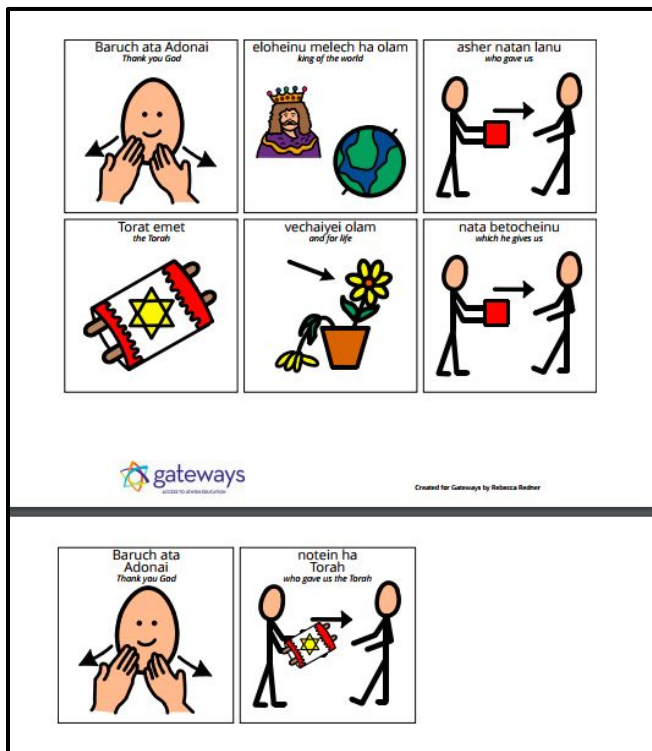


"Access to Jewish Education provides a comprehensive set of services to individuals, families, educators, day and congregational schools, preschools, synagogues and organizations to promote the meaningful inclusion of individuals of all abilities in Jewish life. We exist to fulfill young people's potential, enrich family life, strengthen Greater Boston's Jewish community and help create new norms for diversity and inclusivity in the Jewish community at large."

- Resources for families and Jewish children with special needs - FREE, customizable, and printable no-tech AAC boards
  - Learning Resources
  - Purim Resources
  - **Bar/Bat Mitzvah Preparation**
  - High Holiday Resources
  - Shabbat Resources
  - Passover Resources
  - Hanukkah Resources
- By the end of the semester, we will have a book made for C with all of the Bar Mitzvah Preparation boards (e.g., blessings, prayers, vocabulary sheet, program guide, etc.)
- Will collaborate with the family to determine the best way to implement the boards and to teach C how to use them in preparation for his Bar Mitzvah

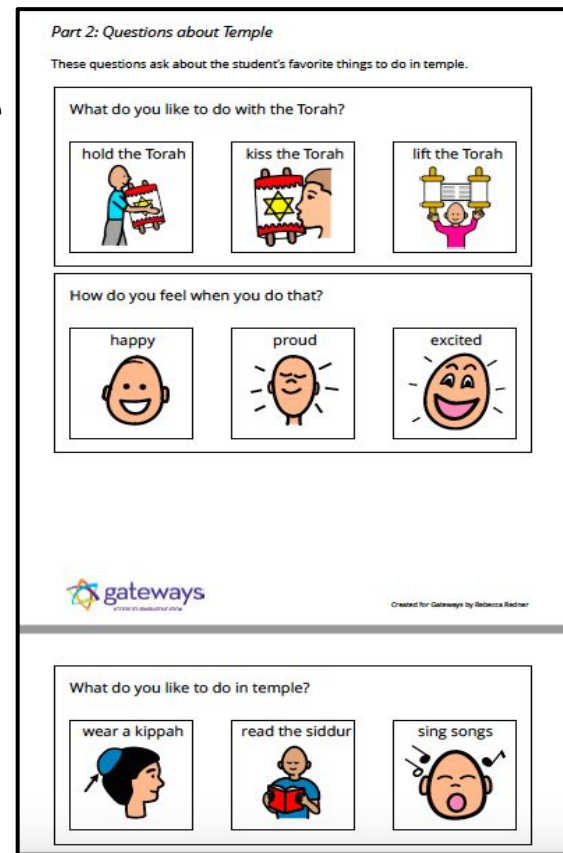
# Gateways - Access to Jewish Education

## Blessings After Torah Reading



## Multiple Choice D'var Torah Guide

- C having a Bar Mitzvah is extremely important to his family and Jewish community
- This resource is one way we can enhance C's participation in his religion and have AAC access to use within his faith community
- We hope this resource can strengthen C's bond with his family and community - everyone can be taught how to use the boards with C



# Service Delivery/Family Collaboration

- Meetings in person
  - #1: Collaborate with C's parents to determine how to incorporate more apps so that C is exposed to Hebrew
  - #2: Home visit/Parent Training
    - GoTalk Now to start C's Prayer Book
    - Touch and Write in Hebrew
- Correspondence via Email
  - Introduction of Gateways website
  - Check-in for support, updates



# Huer (1997) Self-Assessment Tool

- **Results**
  - Extent of Multicultural Competency: Very/Extremely Confident
  - Rated 4 or 5 across all items (total = 90; mean = 4.5)
- ***Areas I would like to gain more skills in***
  - Knowledge regarding policy and laws impacting AAC and multiculturalism
  - Family expectations
  - Expanding my multicultural “toolbox”
- ***Where do we need to go from here?***
  - Continue to work with children and families who are CLD
  - Incorporate family collaboration in practice
  - Keep up with current research on multiculturalism and AAC
  - Never stop learning



# Thank you!

- To Dan, aka the BEST AAC supervisor! Thank you for challenging us, teaching us, and providing us with rich opportunities in this wonderful field. We learned so much about AAC and incorporating our students' cultural and linguistic diversity into our service delivery and partnerships with our clients' families.
- To the C's family, Amy Kidd, Marinell Jochnowitz, and Mira Chetlen for teaching me so much about the Jewish religion! Thank you for providing me with incredible knowledge about your faith community, your culture, helping me find culturally appropriate resources for the family, and helping start C's prayer book! I was incredibly blessed to work closely with so many people to help C this semester.



The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the left and right sides of the frame, creating a modern, architectural feel. The central area is a plain white background where the text is placed.

# Project Building Bridges

## Fall 2017

Andrea Gates

## Student “E”

- ▶ 9 years old (3<sup>rd</sup> grade)
- ▶ Diagnoses: MD, SLI, CP, CVI, seizure disorder
- ▶ Family moved from Germany to CA in July 2014; will return to Germany in ~1 year.
- ▶ Attends a specialized school for students with movement disorders

# E's Communication System

## Unaided

- ▶ Facial expressions
- ▶ Eye gaze
- ▶ Vocalizations
- ▶ Gross motor movements (extending arms and legs)

## Low tech

- ▶ Individualized communication binder
- ▶ Real pictures and PCS icons
- ▶ Auditory-visual scanning with icons (partner assisted scanning)

# Low tech system

- Large binder with PCS icons
- Organized pragmatically
- Lots of nouns, some activity-specific verbs, fewer adjectives

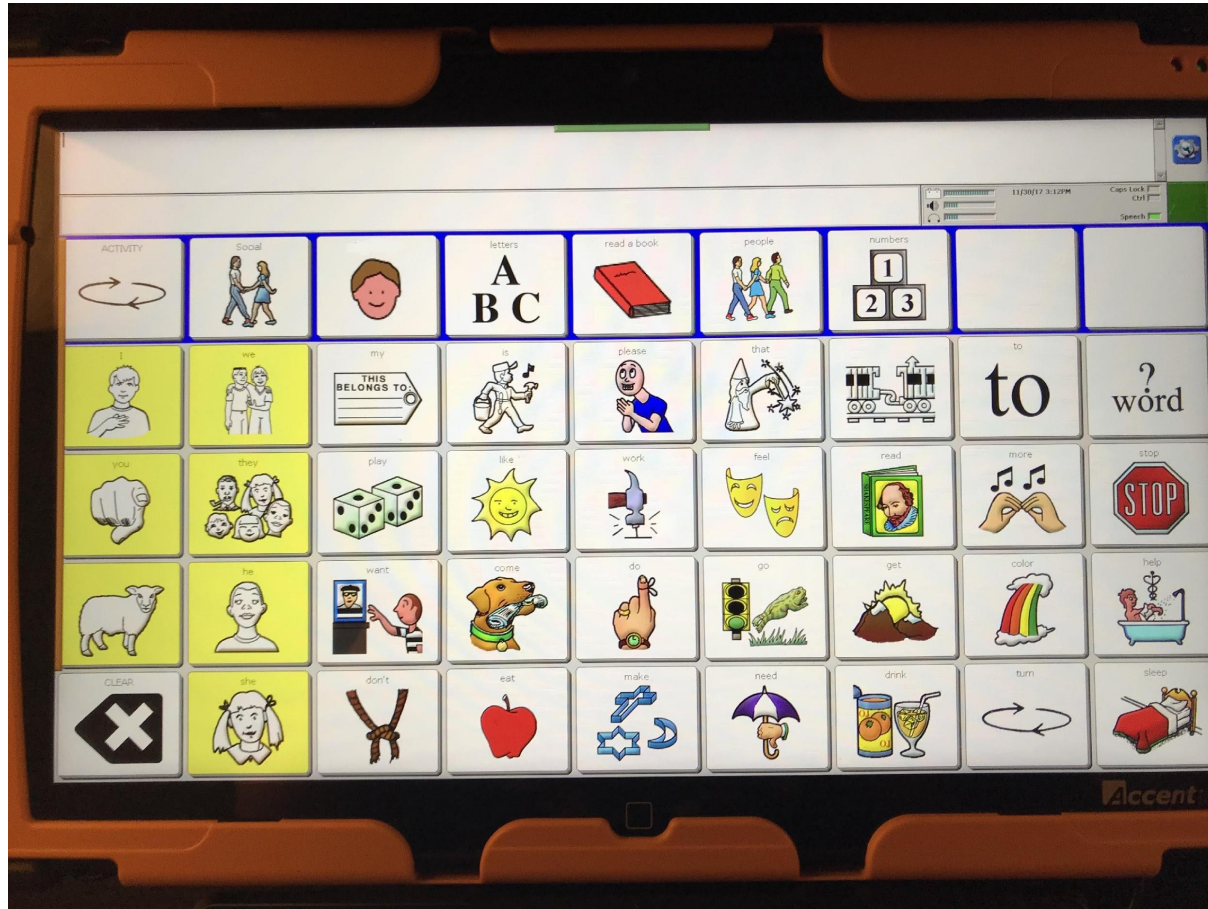


# High tech

- Accent 1400 (PRC) with NuEye eye-gaze accessory
- Unity 45 (one hit) with Minspeak symbols, real picture icons, and PCS icons
- Quasselkiste 45 2.0
- English and German synthesized voices

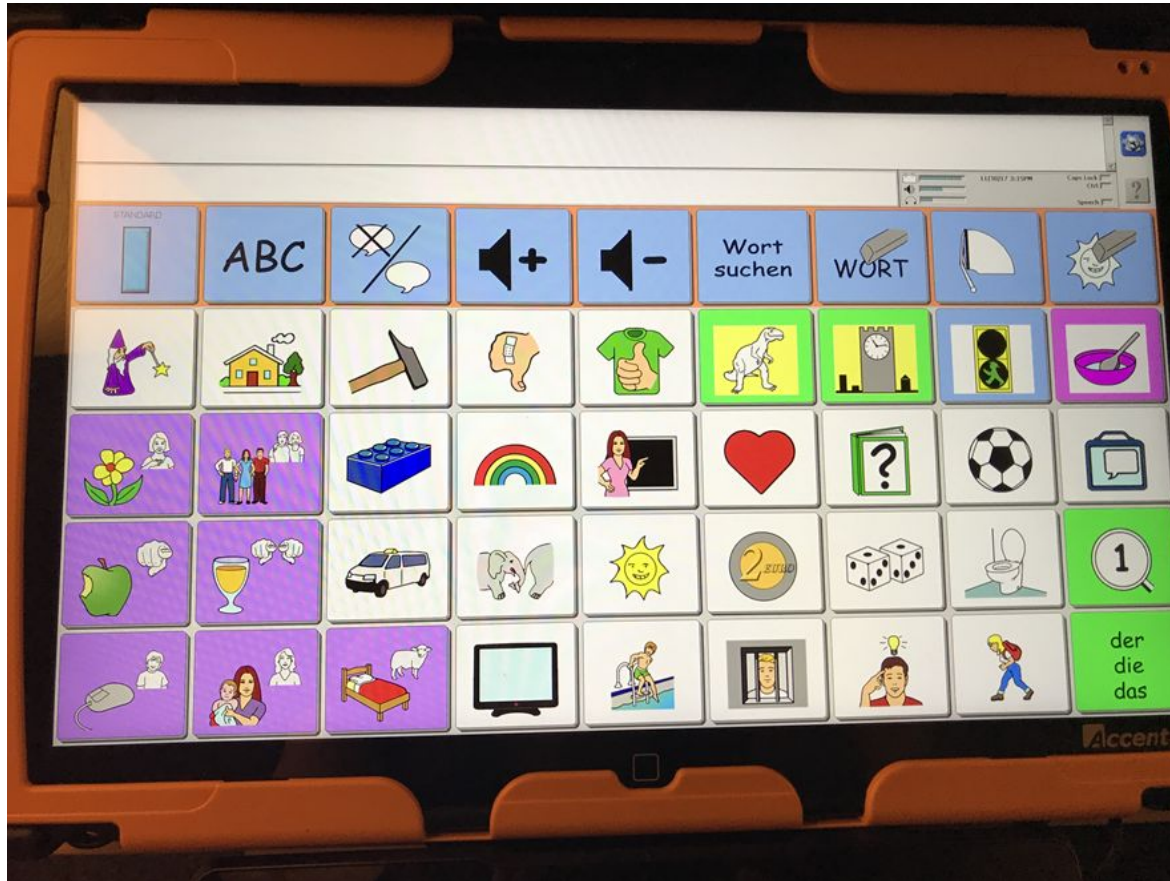


# Unity 45





# Quasselkiste 45 2.0





# User Areas Compared

Unity 45



Quasselkiste 45 2.0



# Communication and Language Profile

Goals relate to:

- ▶ Increasing communicative functions expressed using his high-tech communication system
- ▶ Increasing the use of core vocabulary words selected from high-tech device using eye-gaze
- ▶ Spelling CVC words
- ▶ Identifying sight words

# Device selection

- ▶ Device has English and German vocabulary programs, synthesized voices
- ▶ PRC provides device support in Germany
- ▶ SLP collaborated extensively with E's mother to compare options
- ▶ SLP made home visits to demonstrate how to mount and use the SGD

# Self Assessment

## Where I am now:

- ▶ Knowledge base
- ▶ Own cultural values and biases
- ▶ Culturally appropriate assessment strategies

## Where to go from here:

- ▶ Community and professional resources
- ▶ Interview skills
- ▶ Self-correcting my own errors

# Project Building Bridges: IQ

By Jennifer Fan

# IQ

---

- 3 years old
- Pre K SDC classroom
- Nonverbal, ASD, possible apraxia?
- Home language is Cantonese
- School instruction and language is in English
- Emergent communicator open to using all forms of aided and unaided
- Only follows directions/will respond to Chinglish/English

# AAC SYSTEMS: UNAIDED & AIDED

— — —

## UNAIDED

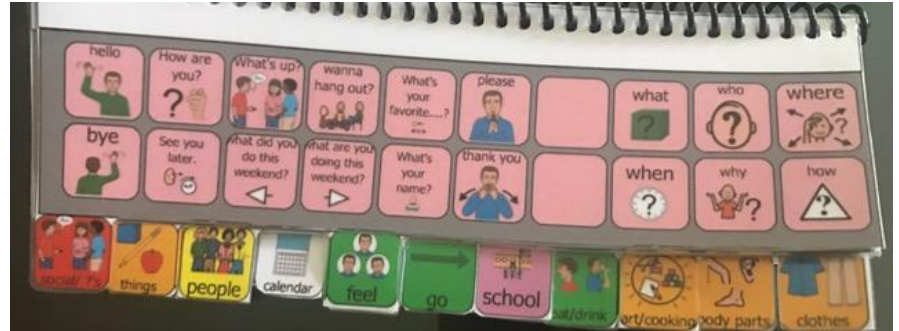
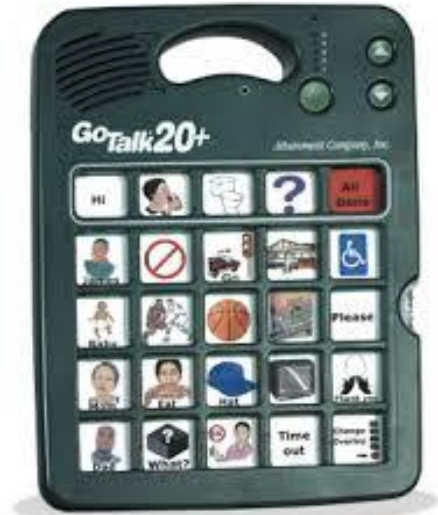
- Vocalizations
- Word approximations /m/ for cow, /b/ for bubbles
- Proxemics
- Eye gaze
- Pointing, pulling
- Gestures “more” for almost everything

## AIDED

- Flip books
- GOTalk 4, 9, 20
- GoTalkNOW on iPad
- Lanyard symbols carried by adult
- Visuals posted around classroom and yard at school (content specific boards)

# AIDED AAC SYSTEMS

— — —

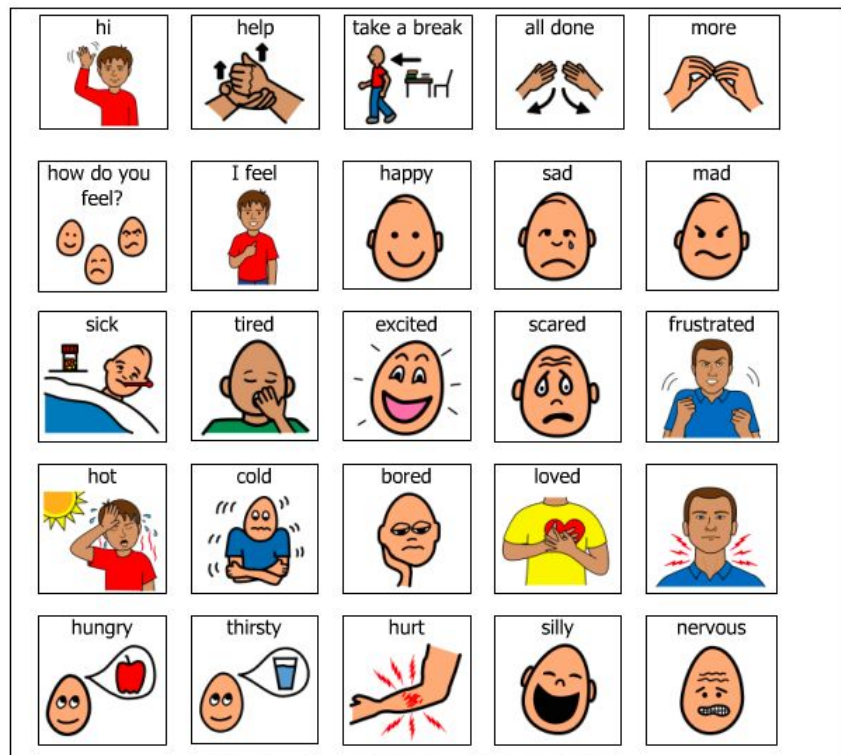




# Family Inclusion

- Vocabulary is an ongoing process
- Mother involvement, home participation plan
- Variety of high-interest pages were made and added to his trial GoTalk20
- Premade flip book + adding vocabulary related to his family culture (holidays, foods)

# 熱氣?



# Dinner foods familiar to the family



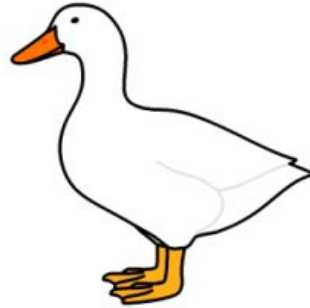
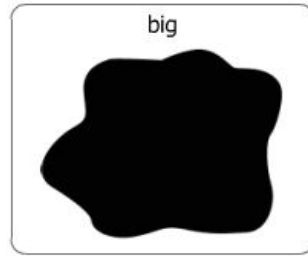
# Family Inclusion continued...

---

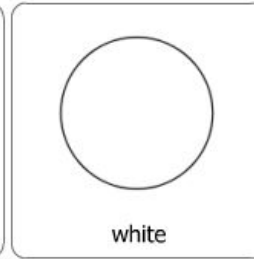
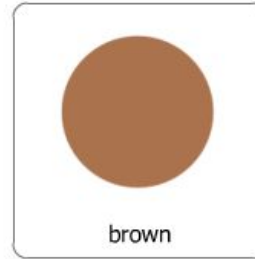
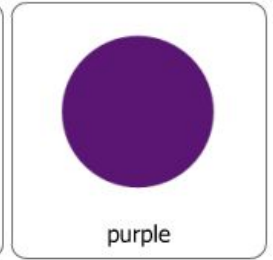
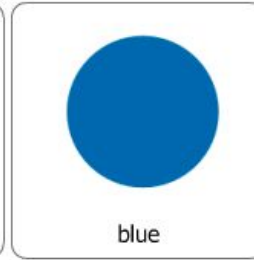
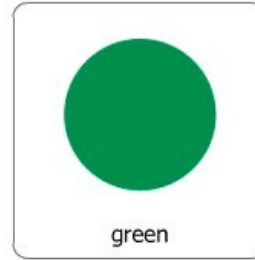
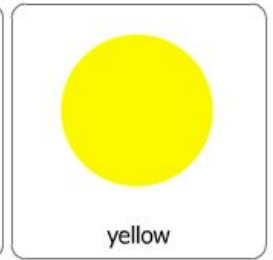
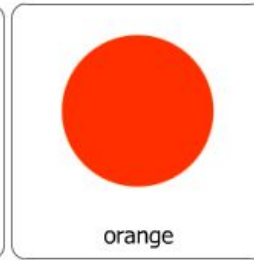
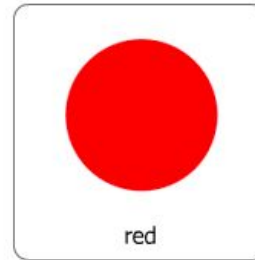
- Family is in contact to discuss how the aided AAC system is working at home compared to at school.
- Ongoing assessment of vocabulary needs that are not being met.
- Teaching the family to use aided language stimulation.
- Teaching the family what each icon represents and what strategic competence is.

# Limitations

— — —  
Not all vocabulary  
needed is available so  
we teach strategic  
competence to the  
child and to the  
family



duck



The Protocol for Culturally Inclusive Assessment of AAC	Mastery Rating				
<b>Knowledge Base</b>					
1. I have extensive knowledge regarding AAC components, techniques, strategies, symbols, and assistive technology.	1	2	3	4	5
2. I have studied the characteristics of several different disabling conditions.	1	2	3	4	5
3. I have knowledge regarding the history of and attitudes towards multiculturalism.	1	2	3	4	5
4. I can identify cross-cultural similarities and differences in the communicative behaviors of my own culture as well as among culturally/linguistically diverse cultures.	1	2	3	4	5
5. I have knowledge regarding policy and laws impacting AAC and multiculturalism.	1	2	3	4	5
6. I have knowledge of community and professional resources for all clients.	1	2	3	4	5
7. I can define terms such as ethnicity, world views, and acculturation.	1	2	3	4	5
<b>Awareness of Own Cultural Values and Biases</b>					
8. I enjoy interacting with persons from other cultures as much as when interacting with persons from my own culture.	1	2	3	4	5
9. I feel comfortable interacting with families from cultural backgrounds different from my own.	1	2	3	4	5
10. I am sure of what to expect from families.	1	2	3	4	5
<b>Awareness of Culturally Appropriate Assessment Strategies</b>					
11. I am confident in my ability to evaluate linguistically diverse persons needing AAC services.	1	2	3	4	5
12. I use all family members, as appropriate, during the collection of information, e.g. parent(s), grandparent(s), aunt(s)/uncle(s), cousins(s), friends, elders, and folk healers.	1	2	3	4	5
13. I am confident in my ability to utilize comprehensive evaluation instruments.	1	2	3	4	5
14. I have experience conducting a culturally sensitive interview and a non-biased assessment.	1	2	3	4	5
15. I use different methods for collecting information, i.e., observations, interviews, open-ended questions, and secondary sources.	1	2	3	4	5
16. I can conduct an effective interview with a family from a cultural background different from my own.	1	2	3	4	5
17. I monitor and correct my own errors, defensiveness, anxiety, and misunderstandings when communicating with persons from cultures different from my own.	1	2	3	4	5
<b>Relationship with Culturally/Linguistically Diverse Families</b>					
18. I believe that I am perceived by most families to have the quality of trust-worthiness.	1	2	3	4	5
19. I believe that families feel comfortable when interacting with me over time.	1	2	3	4	5
20. I believe that most persons do not perceive me as having biases or using stereotypes.	1	2	3	4	5


Huer, M. B. 1997. Culturally inclusive assessments for children using augmentative and alternative communication (AAC). *Journal of Children's Communication Development*, 19, 23-34.

# SELF ASSESSMENT

I feel extremely confident in my knowledge base, awareness of my own cultural values & biases, awareness of culturally appropriate assessment strategies, and relationship with culturally/linguistically diverse families.

I would like to further explore and gain knowledge in the areas of policy and laws impacting AAC and multiculturalism and the community and professional resources for ALL clients.

Lastly, I don't think I can ever be SURE of what to expect from families because all families are different. I be prepared with knowledge and awareness.



# Project Building Bridges Case Study

By Macy Corby (Kennedy)



# The Student - “R”

- R is a 12 year old male
- Etiology: Cerebral Palsy & Cortical Visual Impairment (CVI)
  - Limited motor skills
  - Uses a wheelchair
  - Requires 1:1 assistance due to his complex needs
  - Requires assistance feeding: Orally & via g-tube
- Placement: The Avalon Academy in Burlingame
- English (British Influence) and Hindi are spoken at home





# Unaided Communication

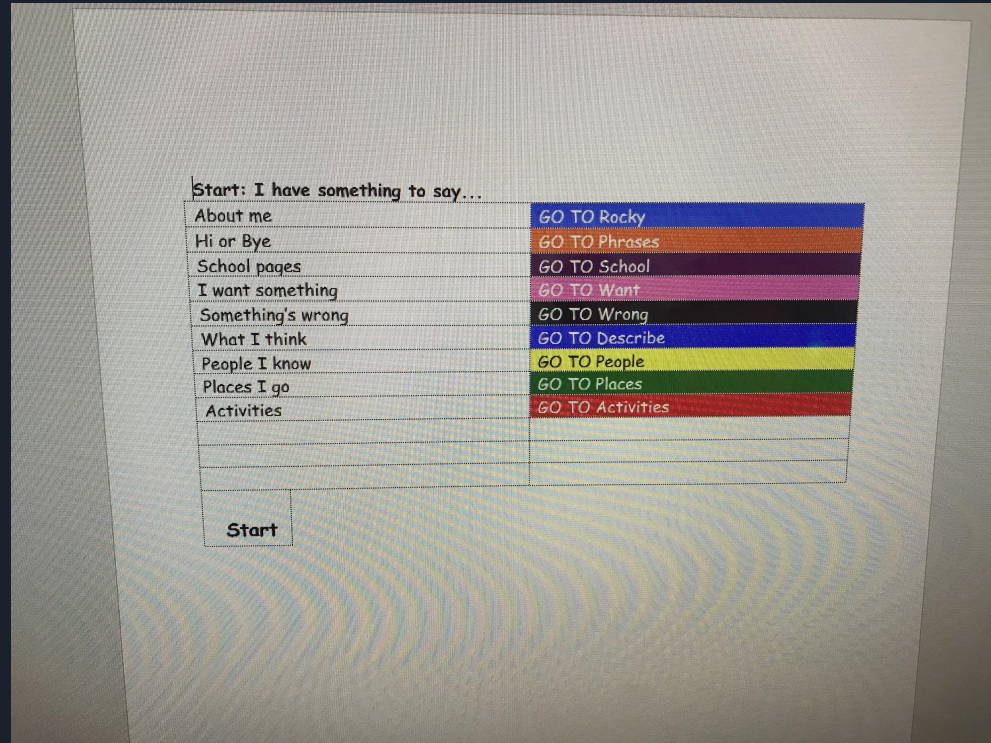
- R will complete social routines with familiar communication partners (i.e., friends, teachers) within therapeutic and classroom settings by verbalizing given an expectant wait cue, one gestural prompt and ample wait time including, “hi”, “bye”, “thank you”. At times he needs an indirect verbal cue, e.g., “it’s time to go, what do you say?” At times will spontaneously greet a preferred peer, e.g., “hi (friend’s name)”
- When expected to provide a verbal response, R is typically able to verbalize when given approximately 40-60 seconds
- R benefits from scripted speech
- R engages in choice-making via live voice scanning (LVS) by listening to his choices then verbalizing a choice but typically requires multimodal cues and benefits from a steady presentation of choices with minimal pauses between due to echolalia.
- R may be processing language through echolalia

# Low-Tech System

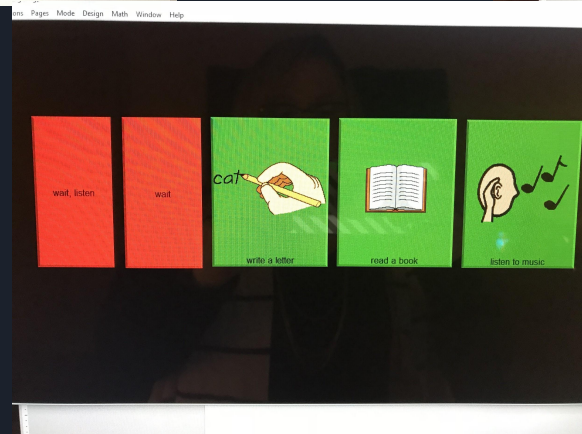
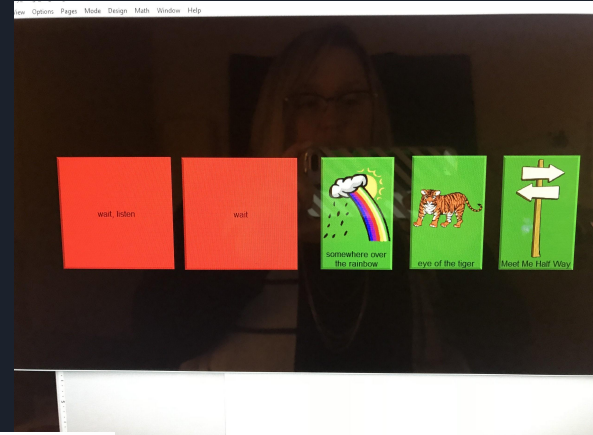
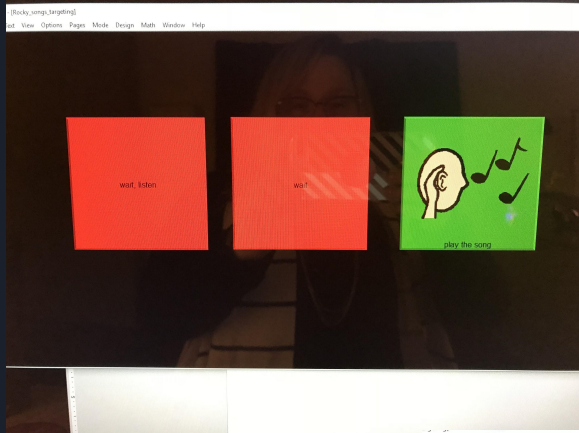
- R uses a Little Step-by-Step connected with a wobble switch that he activates with his left elbow to interact in familiar classroom activities by requesting an activity, such as book reading.
- Currently learning to use a low-tech communication book that is accessed via live voice scanning (LVS)



# Low-Tech Book



# High Tech Preparation





# Engagement & Family Relevance

- Language: R's family is from India and speak Hindi and are fluent in British English
- Therapists work to incorporate high frequency Hindi vocabulary into his communication system
- R loves music and there are some Hindi songs that he enjoys, so they are incorporated into his system
- Parents have always communicated with R in English because of his complex needs and their desire to send him to an English speaking school
- Dialectal differences occur, e.g., "paining" vs. "hurting"
- British English commonly uses "Are you paining?" to ask if they are in pain



# Family Involvement

- •R's family has been involved in the development of his communication system
- •The SLP has coordinated with the family to determine what vocabulary is relevant at home via annual questionnaires
- •Family has direct communication with SLP when they would like new vocabulary added
- •R's mother has worked with him for years on LVS and showing him pictures of familiar objects to assist in choice making and continues to be very involved in his care and therapy



# Linguistic & Cultural Accommodations

- Names for family members:
- Grandpa = Daada
- Grandma = Daadee
- Uncle = Chaacha
- Aunt = Chaachee
- Holidays



# Self Assessment

The Protocol for Culturally Inclusive Assessment of AAC	Mastery Rating				
<b>Knowledge Base</b>					
1. I have extensive knowledge regarding AAC components, techniques, strategies, symbols, and assistive technology.	1	2	3	4	5
2. I have studied the characteristics of several different disabling conditions.	1	2	3	4	5
3. I have knowledge regarding the history of and attitudes towards multiculturalism.	1	2	3	4	5
4. I can identify cross-cultural similarities and differences in the communicative behaviors of my own culture as well as among culturally/linguistically diverse cultures.	1	2	3	4	5
5. I have knowledge regarding policy and laws impacting AAC and multiculturalism.	1	2	3	4	5
6. I have knowledge of community and professional resources for all clients.	1	2	3	4	5
7. I can define terms such as ethnicity, world views, and acculturation.	1	2	3	4	5
<b>Awareness of Own Cultural Values and Biases</b>					
8. I enjoy interacting with persons from other cultures as much as when interacting with persons from my own culture.	1	2	3	4	5
9. I feel comfortable interacting with families from cultural backgrounds different from my own.	1	2	3	4	5
10. I am sure of what to expect from families.	1	2	3	4	5
<b>Awareness of Culturally Appropriate Assessment Strategies</b>					
11. I am confident in my ability to evaluate linguistically diverse persons needing AAC services.	1	2	3	4	5
12. I use all family members, as appropriate, during the collection of information, e.g. parent(s), grandparent(s), aunt(s)/uncle(s), cousins(s), friends, elders, and folk healers.	1	2	3	4	5
13. I am confident in my ability to utilize comprehensive evaluation instruments.	1	2	3	4	5
14. I have experience conducting a culturally sensitive interview and a non-biased assessment.	1	2	3	4	5
15. I use different methods for collecting information, i.e., observations, interviews, open-ended questions, and secondary sources.	1	2	3	4	5
16. I can conduct an effective interview with a family from a cultural background different from my own.	1	2	3	4	5
17. I monitor and correct my own errors, defensiveness, anxiety, and misunderstandings when communicating with persons from cultures different from my own.	1	2	3	4	5
<b>Relationship with Culturally/Linguistically Diverse Families</b>					
18. I believe that I am perceived by most families to have the quality of trust-worthiness.	1	2	3	4	5
19. I believe that families feel comfortable when interacting with me over time.	1	2	3	4	5
20. I believe that most persons do not perceive me as having biases or using stereotypes.	1	2	3	4	5

Huer, M. B. 1997. Culturally inclusive assessments for children using augmentative and alternative communication (AAC). *Journal of Children's Communication Development*, 19, 23-34.





# PBB Case Study

by: charlene guadiz



# M

Age: 11 years, 11 months

Etiology: Multiple disability (hypoxemic ischemic encephalopathy, cerebral palsy, seizure disorder, cortical visual impairment); Orthopedic impairment

Placement: 6th grade SDC

Languages used at home: English

# Communication and language profile

## Communication Forms and Functions

Unaided: eye contact, vocalizations, whole body movements, facial expressions, head movements	Aided: <i>Accent 1000</i> with CoreScanner accessed by Jelly Bean switch, low-tech with PAS
<ul style="list-style-type: none"><li>-Request</li><li>-Refuse, protest</li><li>-Greet</li><li>-Express happiness</li></ul>	<ul style="list-style-type: none"><li>-Request</li><li>-Refuse, protest</li><li>-Greet</li><li>-Express emotions</li><li>-Express basic needs</li><li>-Comment</li></ul>

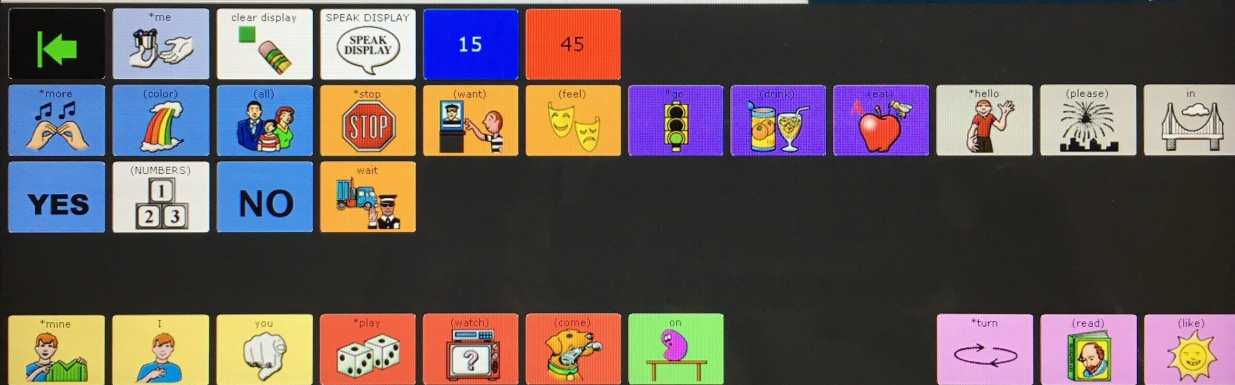
# Communication and language profile cont'd

## Functional Communication Profile

- Receptive language: Oral comprehension at sentence level, simple conversations, direct/indirect requests. Comprehends nonverbal forms of communication (facial expressions, gestures, social cues).
- Expressive language: Core words and pre-programmed phrases on SGD (emotions and basic needs). Describes isolated actions, comments on thoughts or feelings.

CoreScanner Pre JAM Page

11/27/17 3:50PM  
(1) CoreScanner Starter Auto

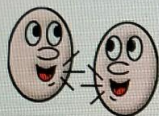




help



COMMENTS



I need..



PEOPLE



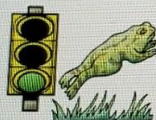
I want..



I feel..



want go..



switch core scanner



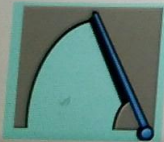
WORD finder



QUESTIONS



«CLEAR-DISPLAY»



I don't..



ME



PAGES



SPELL

A B  
C



help |



15NEED Page

12/08/17 3:59PM  
(3) Marc 15 Talk

a



vomit



suctioning



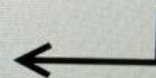
something hurts



bathroom



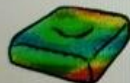
GO BACK



take a break



to go on the mat



a little worried



school work



blanket and pillow



«CLEAR-DISPLAY»



understand



that



talker



sweater



# Cultural identity and interests

- Mom and dad speak Spanish to each other, but English to M and his brothers
- M likes listening to different types of music
  - No icons to request specific genres to listen to
- Spiderman!





# Symbols, vocabulary, and family engagement

Symbols: PRC Unity

Vocabulary: Phrase-based vs. core

Family engagement:

- Reads books with parents
- Comments
- Talks to brothers
- Which room he wants to go to in home
- Does for fun (watch tv or movie)

# Decision-making and service delivery

- Per previous IEP, it was decided to move M to a more phrase-based system due to health concerns
- Service delivery: group setting, 45 mins 2x/week
  - IEP: Suggested reduction in minutes because of health concerns/engagement, but parent did not agree
- Existing page sets (comments, emotions, needs) during speech
  - Generalizable to home environment
- Reflection/Future
  - Create page sets for preferred books/activities
  - Teach patients aided language, RAAP
  - Parent questionnaire/monthly check-ins vs. yearly IEP

# Huer (1997) self-assessment

The Protocol for Culturally Inclusive Assessment of AAC	Mastery Rating				
<b>Knowledge Base</b>					
1. I have extensive knowledge regarding AAC components, techniques, strategies, symbols, and assistive technology.	1	2	3	4	5
2. I have studied the characteristics of several different disabling conditions.	1	2	3	4	5
3. I have knowledge regarding the history of and attitudes towards multiculturalism.	1	2	3	4	5
4. I can identify cross-cultural similarities and differences in the communicative behaviors of my own culture as well as among culturally/linguistically diverse cultures.	1	2	3	4	5
5. I have knowledge regarding policy and laws impacting AAC and multiculturalism.	1	2	3	4	5
6. I have knowledge of community and professional resources for all clients.	1	2	3	4	5
7. I can define terms such as ethnicity, world views, and acculturation.	1	2	3	4	5
<b>Awareness of Own Cultural Values and Biases</b>					
8. I enjoy interacting with persons from other cultures as much as when interacting with persons from my own culture.	1	2	3	4	5
9. I feel comfortable interacting with families from cultural backgrounds different from my own.	1	2	3	4	5
10. I am sure of what to expect from families.	1	2	3	4	5
<b>Awareness of Culturally Appropriate Assessment Strategies</b>					
11. I am confident in my ability to evaluate linguistically diverse persons needing AAC services.	1	2	3	4	5
12. I use all family members, as appropriate, during the collection of information, e.g. parent(s), grandparent(s), aunt(s)/uncle(s), cousins(s), friends, elders, and folk healers.	1	2	3	4	5
13. I am confident in my ability to utilize comprehensive evaluation instruments.	1	2	3	4	5
14. I have experience conducting a culturally sensitive interview and a non-biased assessment.	1	2	3	4	5
15. I use different methods for collecting information, i.e., observations, interviews, open-ended questions, and secondary sources.	1	2	3	4	5
16. I can conduct an effective interview with a family from a cultural background different from my own.	1	2	3	4	5
17. I monitor and correct my own errors, defensiveness, anxiety, and misunderstandings when communicating with persons from cultures different from my own.	1	2	3	4	5
<b>Relationship with Culturally/Linguistically Diverse Families</b>					
18. I believe that I am perceived by most families to have the quality of trust-worthiness.	1	2	3	4	5
19. I believe that families feel comfortable when interacting with me over time.	1	2	3	4	5
20. I believe that most persons do not perceive me as having biases or using stereotypes.	1	2	3	4	5

Huer, M. B. 1997. Culturally inclusive assessments for children using augmentative and alternative communication (AAC). *Journal of Children's Communication Development*, 19, 23-34.