PBB 2018
Culminating Case Studies

PBB Culminating Experience:
A Case Study

Jessica Toda

Meet S.L.

S. is a sweet, sociable, and strong-willed student who loves all things Disney!

Age: 14

Etiology: Diffuse hypotonia with contractors, muscular dystrophy, tracheostomy, asthma, dermatitis around gastrostomy tube site, and severe kyphoscoliosis. S. also has mild bilateral hearing loss in the high frequencies.

Placement: S. is a 9th grader at Terra Linda High School where he participates in an MCOE SDC with opportunities to mainstream into general education throughout his day

AAC System: iPad with Co-Writer and ProloQuo4Text; trialing TobiiDynavox PCEye Mini

Means of Communication

S. is a bilingual, multimodal communicator who utilizes many different means of communication throughout his day, which include:

- Natural voice
- Nonverbal communication
    - Facial expressions
    - Written
    - Conventional gestures
- iPad Mini with Co:Writer and Proloquo4Text
- Currently trialing Tobii Dynavox PCEye Mini on a classroom computer

Communication Profile

Using Pathways for CoreFirst, developed using the DAGG-2, Samuel is considered a Context-Dependent/Transitional Independent communicator with strengths in Linguistic and Social competencies
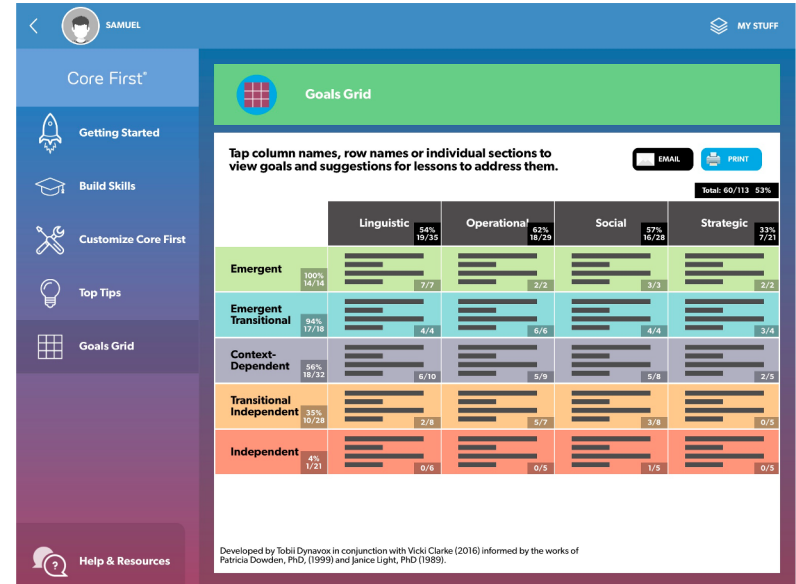
Cultural Identity

- S. lives at home with his mom, dad, and sister
- He also has an older brother who recently moved to Los Angeles to continue school in interior design
- S. is bilingual in Spanish and English
  - However, he exclusively uses English at school and Spanish at home
- Outside of school, S. primarily utilizes his natural voice to communicate
- S. attends church and community activities with his family and recently went on his first airplane to visit family in Ohio!

Family Involvement

- Ongoing phone conversations with mom
- Messages on Co:Writer between home and school, written by S.
- Shared Photo album with family activities
- Limitations due to language barrier
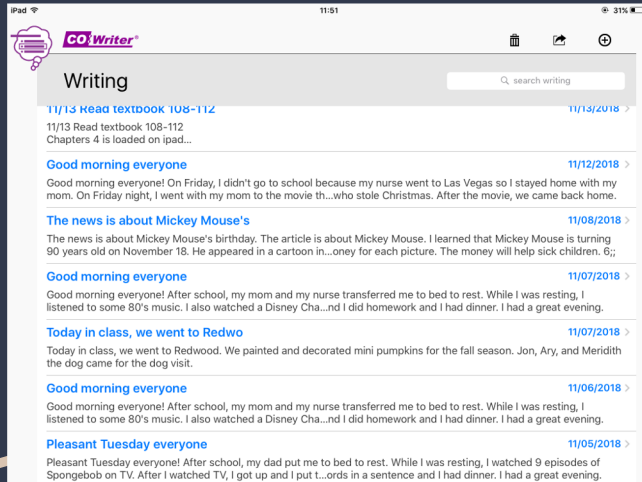
Cultural Considerations

Although S. prefers to compartmentalize his language use based on context, it is imperative to support both languages across all means of communication.

In order to achieve this, certain considerations were taken when developing S.'s AAC systems. These included:

- Adding culturally relevant vocabulary to all systems
  - Adding Spanish keyboards into all systems
- Collaborating with most frequent communicators, including family, peers, teachers, etc.
- Creating spanish-based opportunities for mom
  - Books, apps, etc.

Examples
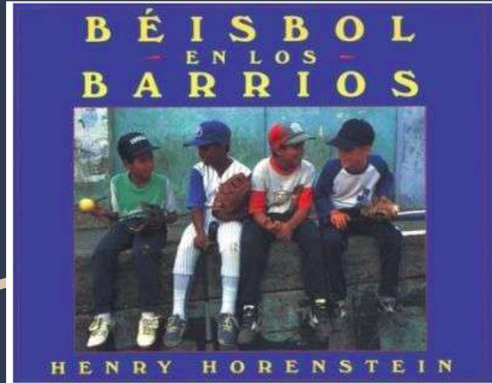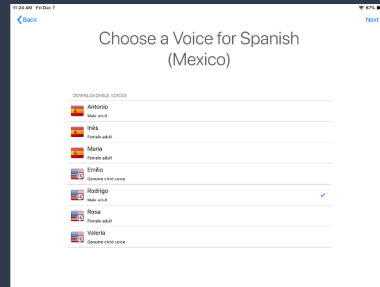
- Adding Spanish books that are of interest to S. that mom can read with him
  - Via Bookshare
- Adding Spanish keyboard onto iPad
- Shared photo album with pictures of family parties, trips, etc.
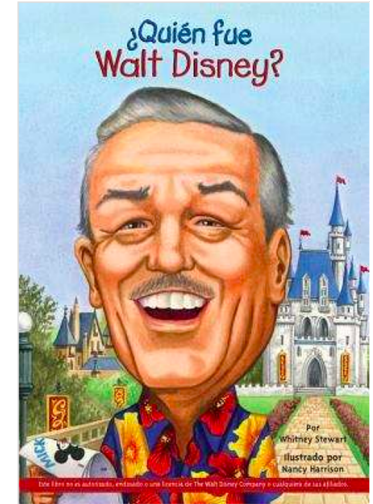
Huer (1997) Self-Assessment

- Self-Assessment: Very Confident in the following areas
  - Knowledge Base of AAC and Multiculturalism
  - Awareness of Own Cultural Values and Biases
  - Awareness of Culturally Appropriate Assessment Strategies
  - Relationships with Culturally/Linguistically Diverse Families
- Where to go from here?
  - Continuing to expand knowledge of cultures
  - Continuing to check my own cultural biases
    - Remembering that each student and family is different and should be considered individually

Culminating Experience: Project Building Bridges

By: Jennifer Kupper
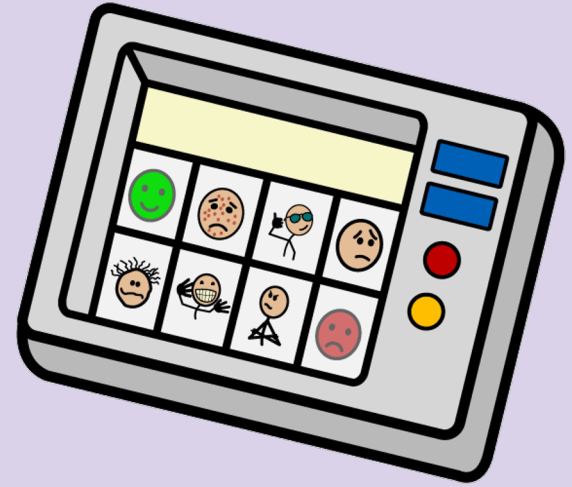
Target Student: E

- Age:
  - 6 years 2 months
- Grade:
  - Kindergarten
- Diagnosis:
  - Cerebral Palsy (Orthopedic Impairment & SLI)

Communicative Profile

- Accent 800
- Unity/Unidad 60
- English/Spanish spoken at home

- Context dependent communicator
- Assessed through the Communication Matrix, DAGG-2, language sample and classroom observation

- Direct selects with one finger

- Independently formed examples: "please breakfast", "red car", "ninja", "big head"

Communicative Profile Continued

- Communicative Means:
  - Primarily AAC
  - Verbalization, gestures, yes/no

- Charismatic and has strong pragmatic skills

Unaided	Aided
- Gestures - Vocalizations - Work approx. - Facial expression	- AAC Device - Accent 800 w Unity 60

Educational Environment

- School Setting: **T. A. C. L. E. T**echnology and **A**ugmentative **C**ommunication for **L**earning **E**nhancement
- Oakland Unified School District
- Provides quality academic and social experiences to students with Complex Communication Needs and Severe Speech and Physical Impairment
- Develop appropriate augmentative and alternative communication systems for each student to achieve autonomy and full participation in school, family and community life

- 70% General Education Classroom
- 30% Special Education Services

- Sees an SLP at school 2x/week

E's Language Profile

Strengths

- Motivated
- Eager to please
- Eager to learn
- Catches on quickly

Challenges

- Needs more processing time
- Needs time to collect thoughts
- Still learning vocabulary on system

Family Interaction

- E's AAC System facilitates family interaction
  - Interactive
  - Both languages (family speaks predominantly Spanish)
  - Helps facilitate communication

- Service Delivery System Strategies
  - Communicating how he's doing with school and speech
  - Can be difficult
  - Mom does pick up
  - Borrow spanish books from the library
  - Establishing trust is so important

Family Inclusion Continued

1. Acknowledge the reality
2. Continue to build trust with family which can add to further buy in
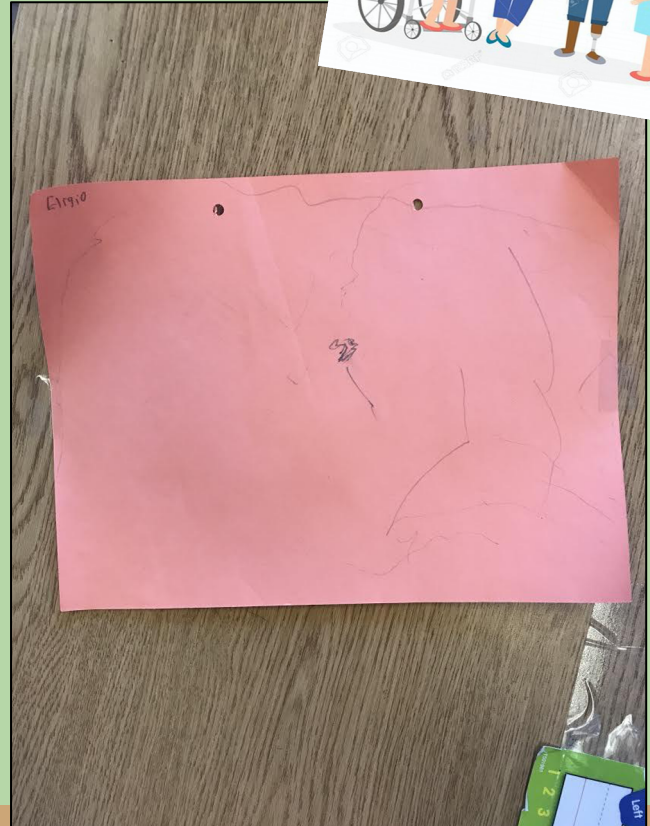
Self-Assessment Results

- Areas I would like to gain more skills in
- Multicultural "toolbox"
- Working with families
- Collaboration

- Rated 4 and 5 across all items (mean = 4.5)
- I am extremely confident in areas of knowledge base, own cultural values, culturally appropriate assessment strategies

Reflection

- Growth with AAC can be slow and progress can seem minimal to an untrained eye
- Learn more about the AAC evaluation process
- Continue working with culturally and linguistically diverse clients who benefit from AAC
- Wonderful, fulfilling experience professionally and personally
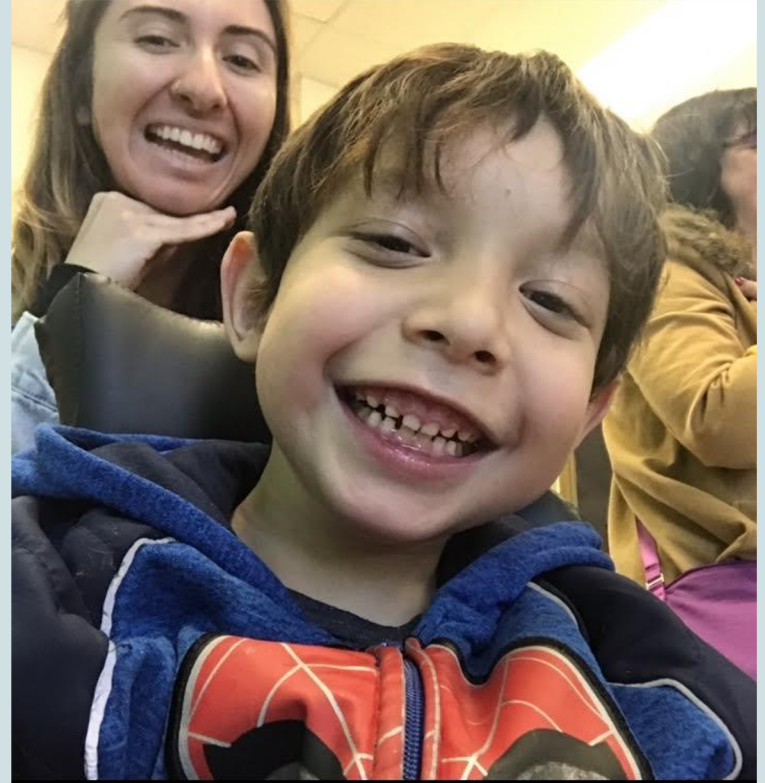
Project Building Present

Isabel Craik
Fall 2018

A.P. Giannini Middle School

Meet J.T.!

❏ 12 year old 6th grader at A.P. Giannini Middle School in San Francisco Unified

❏ Independent Multi-modal communicator
   ❏ Gestures
   ❏ Vocalizations
   ❏ Speech- Generating Device (TouchChat for iPad)

❏ Exposed to both **English and Spanish**

❏ Diagnosed with dystonic cerebral palsy at birth. Qualifies for services under Orthopedic Impairments (OI)

❏ Loves football, basketball and listening to Drake

Current AAC Systems

Communication Hierarchy

Unaided Communication

- Vocalization approximations
- Gestures and nonverbal body language (proxemics, eye-gaze)

Aided Communication

- TouchChat for iPad* (English and Spanish Grids)
- Clicker Connect

*Does not allow for code-switching

Current AAC Systems

Language Level Determined by Assessment

- Communicates using TouchChat at the conversational/phrase level
- Often uses minimal grammatical markers, syntax and morphology
- Uses mostly high frequency of content words, nouns and core vocabulary
- Combines symbols with spelled words

Snapshot of J.T.'s cultural profile.

❑ Culture: Mexican American
❑ Exposure to Spanish in the home and within community
❑ Works at family's Mexican restaurant in San Francisco
❑ Attends a public school where multiple languages are spoken.

Cultural Representation in AAC Device

TouchChat for iPad

- English and Spanish dynamic grid systems

- Culturally relevant vocabulary (specifically food and family members)

- Ability to quickly add new vocabulary words and organize grid

- Voice output options of different ages and accents
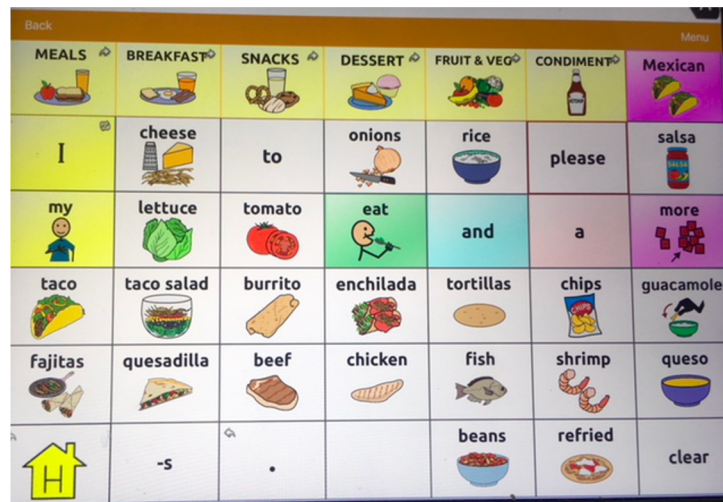
Symbols on AAC device

family

Family Engagement

Strengths

- Words of familial importance available and easily accessible (family restaurant, family members)

- Spanish grid available with ability to add new symbols

- Pronunciation option available to generate appropriate accents

Limitations

- TouchChat for iPad unable to codeswitch within an utterance

- TouchChat symbols could be me more vast and diverse for iconicity

- Pronunciation option difficult to navigate.

Family within the Decision Making Process

Family Involvement

One Semester

- Two IEP meetings; 1 Triennual & 1 Speech
  - Language Amendment

  - Discussion of strengths and concerns in both languages

- Co-collaboration with J.T.'s teachers, who had long-standing relationships with family

- Communication via email options

Strategies of Service Delivery

Culturally Appropriate Intervention

Intervention

- Co-Construction of personal narratives

- Sharing co-constructed narratives with peers adapting to their communication style

- Shared reading activities to promote literacy

Including Family in Intervention

- Encouraging pictures from home to be sent to develop narratives

- Sharing co-constructed narratives with family members who speak Spanish

- Promote reading at home in the spoken home language

Huer (1997) Self Assessment Tool

Self Reflection

2.11   Design and implement adapted curriculum to emphasis key language concepts and literacy skills for children in emerging, context dependent, and independent stages of using AAC.

- Continue to learn how to teach language concepts in literacy through grade-level appropriate thematic-units

4.6   Develop high tech AAC programming for students to participate in book reading routines.

- Continue to learn how to create materials (high and low-tech) that support book reading routines and reading analysis that is culturally appropriate

4.8   Develop and implement high tech systems for students who use AAC to participate in production of writing and symbol use through alphabet and sound-symbol associations.

- Educate self on techniques to deliver culturally appropriate intervention in regards to sound-symbols in different languages

PROJECT BUILDING BRIDGES 2018

By: Maria DeLeon

- Age: 4 years, 10 months
- Etiology: Autism
- Mixed: Chinese/white
- Non-verbal
- moderate to severe Special Education Preschool in San Rafael, C.A
- Primary language English. He hears Chinese when grandma comes over.
- Multimodal communicator using aided and unaided
- Based on Goal Grids he is an Emergent communicator in Linguistic and social competencies
- Emergent transitional in Operational and Strategic competencies

■ Go talk now used at home and school (English)

■ unaided communication:

  ■ Gestures (pointing, pulling, pushing) to request, obtain and protest

  ■ Facial expressions

  ■ Vocalizations e.g grunts to refuse, protest

  ■ Body movement to obtain, refuse, protest

■ Aided communication

  ■ Speech generating device (Go Talk Now) to request

  ■ Visual graphic symbols e.g. photographs, picture icons to obtain

  ■ Sequencers

Top-left panel (See):
Cruz · Robbie · Josie · Angie · Laura · Button Text · See

Top-right panel (Go):
sensory room · circle · outside · potty · bed · Go

Center panel (Menu):
I · want · show · you · Go · see · talk · eat · sing · Menu

Bottom-left panel (Eat):
Crackers · sausage · bread · yogurt · banana · water · more · all done · Button Text · Eat

Bottom-right panel (Want):
bear · letters · beads · shapes · Want

Top-left panel (See):
Clo | Maria | Sybille
Laura | Hailie | Erin
Tap to Add Button | Tap to Add Button | Tap to Add Button
👀 See

Top-right panel (Want):
open
book | bear | letters
manipulatives | puzzles | movement
more | bubbles | all done
🙌 Want

Bottom-left panel (Core Words):
open | help | go
play | yes | no
hello | goodbye | more
all done
Core Words

Bottom-right panel (Manipulatives):
snap tubes | magnets
stack clusters | Legos
keys | light pegs | color shape sorting | string beads | bristle blocks
slinky | color sorting | coloring | blocks | id letters index
hook together | cutting | peg board | unifix cubes | patches
Manipulatives

Cultural identity of the family

- Parents speaks English to K
- Grandma often speaks Chinese to Kaiden
- Representation of K culture on his AAC system:
  - Programed common simple phrases that Grandma uses.
    - *Hello*
    - *Goodbye*
    - *I love you*
    - *Let's play*

- Currently the symbols and vocabulary on his Go Talk now allow K to request preferred activities and items.

- His mother created a series of communication boards allowing K to make choices about different activities.

- She has created boards for speech, occupational therapist, toys, shapes, numbers, people, foods etc.

Limitations of current home system

- not a linguistically based system
- System does not allow for family interaction
- System does not match school system
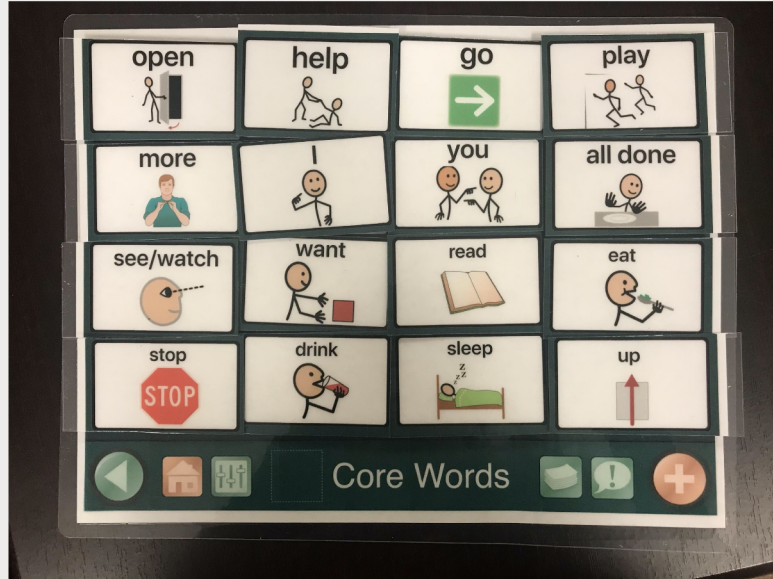
- In the classroom teacher and speech pathologist inform K mother of his progress at school

- During the process of creating his boards on Go Talk now for school, mother was fully incorporated and informed of the vocabulary implemented.

- During a home visit student clinician access the environment and discussed with both parents of possible vocabulary to incorporate at home through the use of low-tech boards.

- Core word vocabulary were discussed.

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

- Teacher and therapists communicate with the family the type of strategies that are working in school
- Communicating with family the current goals of the student and working towards them.
- Direct contact through texting, emailing
- Home visits
- Meetings with professional to discuss different tools to implement both in school and at home

Huer (1997) Results

- I feel extremely confident (5) in all areas of:
    - Awareness of own cultural values and biases
    - Relationship with Culturally/Linguistically diverse families
- I feel extremely confident (5) and very confident (4) in areas of:
    - Awareness of culturally appropriate assessment strategies
- Knowledge base mostly 4 and 5 **except** for 2 areas:
    - I have knowledge regarding policy and laws impacting AAC and multiculturalism.
    - I have knowledge of community and professional resources for all clients.

The Protocol for Culturally Inclusive Assessment of AAC	Mastery Rating				
Knowledge Base					
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**
Awareness of Own Cultural Values and Biases					
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**
Awareness of Culturally Appropriate Assessment Strategies					
11. I am confident in my ability to evaluate linguistically diverse persons needing AAC services.	1	2	3	4	**5**

5/30/17

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**
Relationship with Culturally/Linguistically Diverse Families					
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.

Reflections

- Areas I would like to improve:
    - Policies and laws regarding AAC
        - *How to write reports to meet these*
    - knowledge regarding AAC components, techniques, strategies, symbols, and assistive technology.
        - *Keep expanding my knowledge*
- Where to go from here:
    - Keep learning about AAC
    - Implement what I have learned
    - Continue working with culturally diverse populations and discovering ways to incorporate their culture into their communication system
- Points I take with me:
    - Working with students with complex communication needs is extremely challenging however also rewarding
    - Incorporating families culture into the AAC system is vital for use of device both at school and home
    - Thankful for all of my supervisors and their support through this learning process.

PBB Culminating Project

1 year later... we made it!

Student Description

Arjun

- 9 year, 7-month old goofy and energetic boy
- 4th grade student at the Bridge School
  - NPS for students with severe motor and speech impairments
- Family is Indian-American
  - English is primary language
  - Celebrate Hindu festivals and holidays such as Diwali, Rakhi, and Navratri
- Lives with parents and two younger sisters in Union City

# Student Description (cont.)

Arjun

- Born with spastic quadriplegic cerebral palsy
- Mobility, language, and cognition are severely impacted
- Uses a manual wheelchair for the majority of the day and a walker during recess, with the assistance of a trained adult
- His physical limitations require daily support in the areas of feeding, toileting, and dressing
- His primary IEP eligibility is Orthopedic Impairment (OI); Visual Impairment (VI) is secondary

AAC Systems

- Previously, Arjun used *Series5* software on a *Dynovox* SGD
  - Due to high muscle tone limiting control and range of motion of his upper extremities, accessing symbols through touch was unreliable
- Following a device trial period last spring, Arjun is still awaiting the arrival of his *Accent 1000* with *Unity 45 1-Hit* language organization system which he will access through eye-gaze
- In the meantime, he is using low-tech communication boards
  - Relies on partner assistance to turn pages and help him identify words he wishes to say
  - Depending on tone of arm/fingers (which varies day-to-day), he can point to icons and words on his boards
  - He also uses partner-assisted scanning

Unity 45 1-Hit
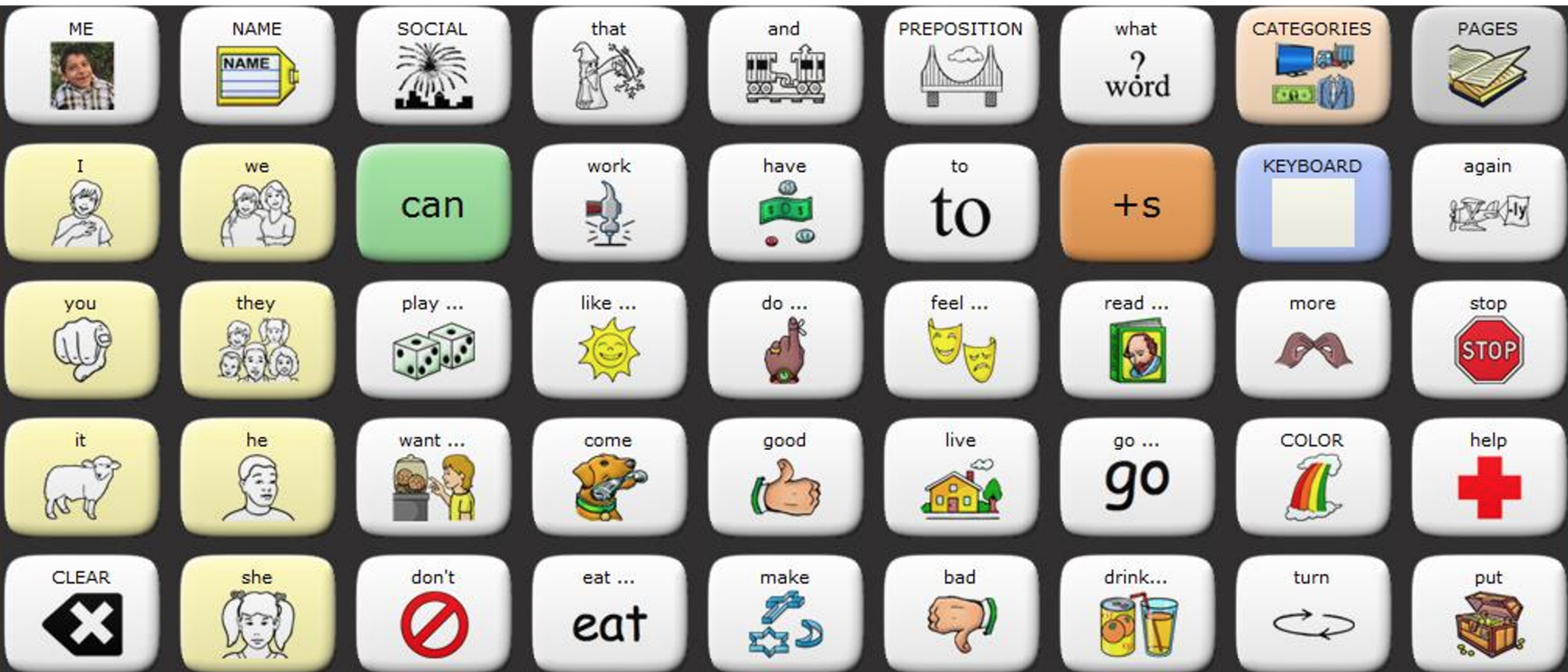
Linguistic Skills

- Arjun is a multimodal communicator
  - Verbal one and two word phrases (e.g., *mama, all done, no, go*)
  - Verbal approximations (e.g., names of friends and teachers, food items, places)
  - Vocalizations
  - Low and high-tech AAC
  - Gestures, points, reaches
  - Eye gaze
  - Facial expressions
- Uses communication for a variety of functions
  - Request, comment, label, protest, greet, direct another's attention, question, offers/shares, shows affection

Linguistic Skills (cont.)

- Linguistically, Arjun is an **emergent-transitional** communicator (DAGG-2)
  - He uses at least 3 reliable signals (low-tech AAC, verbal/verbal approx., picture symbols) to control immediate environment (e.g. "All done," "Hey!," "Yeah!").
  - Requests/comments/labels verbs and objects with symbols in familiar contexts.
  - Selects single button messages in familiar or highly-motivating contexts to participate or move an interaction along.
- Moving towards **context-dependent**
  - He is beginning to recognize letter/sound associations.
  - He is not yet creating 2+ word phrases during structured routine activities.

Family Involvement

- At the Bridge School, families complete an *All About Me* inventory at the beginning of each year, which includes:
    - Holidays/vacations/traditions
    - Family activities
    - Places the student goes in his/her community (e.g. Costco, the park, Target)
    - Favorite foods, restaurants
    - Favorite movies, books, TV shows
    - People the student is around frequently (therapists, caregivers, etc.)
- At the end of each day, students share "school news" with their families on Instagram
    - They select a picture and co-construct a caption to show family something they did that day

Including CLD in the Classroom

- AAC systems are personalized using family input from the *All About Me* inventory (e.g.,names of the student's family, friends, favorite foods)
  - Also, ongoing communication between the parent and the school over email, during drop-off/pick-up
- Monthly units in the classroom include books/videos about different cultures and religions
  - Learning about Hanukkah
  - Watching children say hello in different languages
  - Sharing family holiday traditions
    - Took a poll of the different holidays people at school celebrate

CLD in AAC System
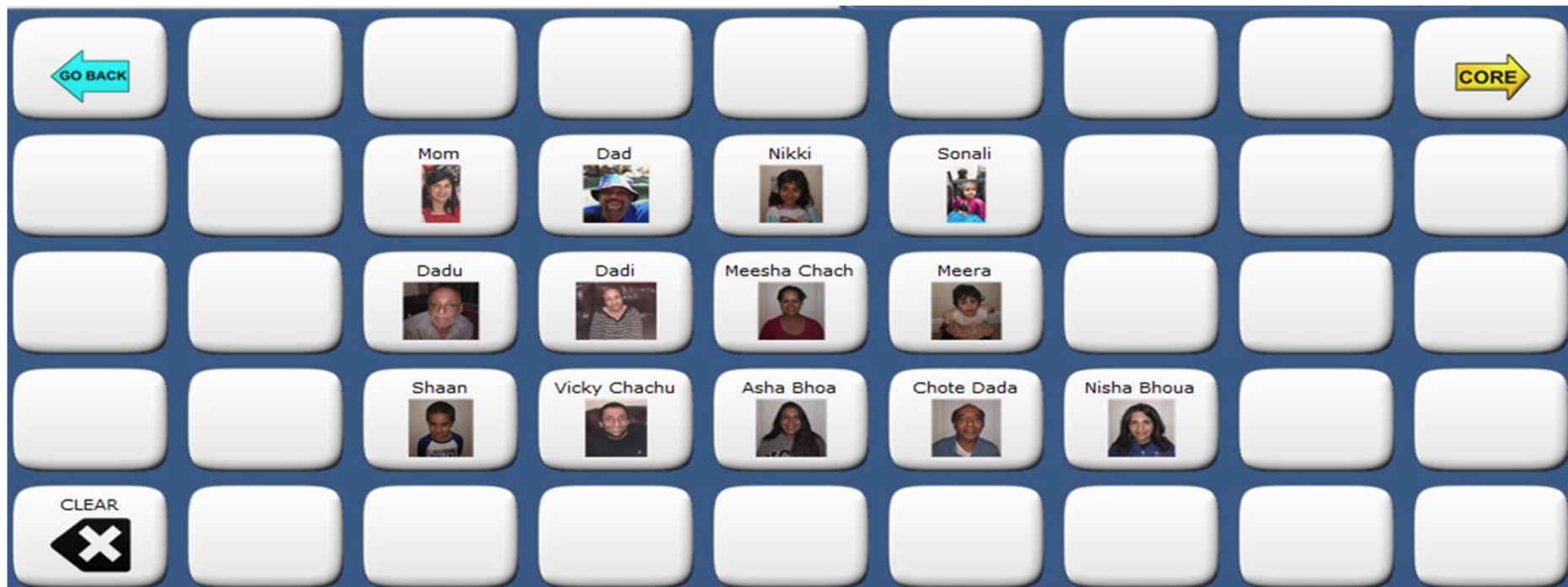
CLD in AAC System

Family Collaboration

- Goal: To incorporate family-centered vocabulary in Arjun's AAC system
  - Emailed mom expressing my interest in adding meaningful vocabulary Arjun could use when engaging in events or activities with his family
  - Mom stated Arjun enjoys cooking and eating with family
  - Waiting for mom to complete vocabulary inventory
  - In the meantime…

Vocabulary Questionnaire

Student: Arjun Kalra
Activity: Cooking

Please list words and phrases used during the activity below in the order of importance/frequency for your family.

Nouns (names of dishes, ingredients, people typically involved, etc.)	Actions (e.g., cut, mix, bake, taste)	Descriptors (e.g., fast, delicious, gross, hot)	Other Words/Commonly Used Phrases (e.g., That's tasty!, Can I try?, Thank you)

Comments:

Family Collaboration

Family Collaboration

Self-Assessment: Huer Form

- I feel confident…
    - My knowledge regarding AAC components, techniques, strategies, symbols, and assistive technology.
    - My knowledge of community and professional resources for all clients.
    - In my ability to evaluate linguistically diverse persons needing AAC services.
- I feel very confident…
    - Interacting with persons from other cultures as much as when interacting with persons from my own culture.
    - Using all family members, as appropriate, during the collection of information.
    - Conducting culturally-sensitive interviews and non-biases assessments.
- I am still…
    - Learning what to expect from families, considering CLD.
    - Expanding my knowledge regarding policy and laws impacting AAC and multiculturalism.

PBB… 1 year later

- SPED 743 & 746
  - Experiences evaluating, lesson planning, and providing intervention
- CLD in AAC Seminar
- Child AAC Clinic
- Service Learning Project in Belize
- School Internships
- Lifelong connections!

- What's next?!

PBB Culminating Case Study

By Jocelyn Bishop, Fall 2018

Student Profile: MM

- 13:0 years old male
- Strong-willed and determined 7th grader
- A.P. Giannini Middle School SFUSD
- Disability Eligibility:
  - Primary: Intellectual disability
  - Secondary: Orthopedic Impairment
  - Dumping Syndrome
  - Ambulatory gross motor movements w/ poor coordination
  - History of tonic clonic seizures
- Moderate/Severe Special Ed Classroom
- Mainstreams into choir and P.E. class
- Receives S/L services 30 min 2x/week (push-in SDC setting)

Current AAC Systems

Multimodal communicator insights:
Nonverbal communicator

- Unaided means: ASL approximations (primary modality)
    - Gestures
    - Points
    - Facial Expressions
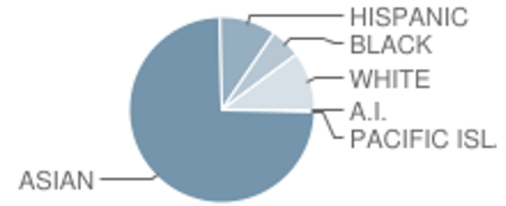   - Nods: yes/no

- Aided means: GoTalkNow4
  - low tech
    - 7x7 display Core Board - low-tech
    - Step-by-step

Student Profile: MM continued

- MM's language level is considered to be an **emergent communicator.**
- He mainly communicates to express wants/needs, greeting/making comments to peers, and showing emerging skills in practicing taking turns in conversations.
- MM has mastered communicative functions, such as requesting preferred items on his AAC device. (i.e., iPad, break, and book)
- MM can sign the letters of his name, phrases (good morning, please, thank you, I want, more, drink) and actions (bathroom).
- Strengths: receptive language and fast ability to learn new vocabulary (ASL and GT4)

Cultural and Linguistic Identity

Hispanic: 110 Students 9.2%
Total students: 1,193

- Nicaraguan American
- Bilingual: Spanish and English
- San Francisco, CA
- Mother primarily speaks to MM at home in English and ASL
- Grandma is a primary caregiver who is monolingual Spanish speaking
- Instruction in school is English only
- MM enjoys playing games on the iPad
- Loves listening to music - merengue, hip-hop
- Proud jaguar!

AAC and Family Buy-In

- Mother reported MM uses the following ASL signs at home: good, please, thank you, I'm sorry, drink water
  - One sign could be multiple meanings
- Mother thinks MM gets frustrated because Grandma speaks to him in Spanish and mom speaks in English
- MM benefits from using a visual support for morning routines
- No reliable means of AAC being used at home
  - Family would like to use the GT4 at home
- Other concerns reported about aggressive behavior and MM getting stronger. Maladaptive behaviors (e.g., pushing people) to get desired items (i.e., iPad)

Family Involvement

- MM's family participated in the decision making process regarding his vocabulary and language needs by:
    - Over-the-phone IEP discussion followed up by email correspondence:
        - Present communicative levels
        - What skills are being taught at school that are being generalized at home
        - Concerns happening at home regarding behaviors
        - Discussing primary communication partners for MM and how to incorporate both languages for each partner
        - Specific vocabulary
        - Recommendations for using AAC at home
- Planned trainings/Video modeling
- Frequent communication with the Special Educator

I feel good/Estoy bien

I feel bad/No estoy bien

I want/Quiero

All done/Todo listo

Hello/Hola

How are you/Cómo estás

Play iPad/Jugar iPad

To Read/Leer

What's your name/Cómo te llamas

Goodbye/Adiós

Listen to music/Escuchar música

Relax/Take a break/Relajarse

Social/Greetings
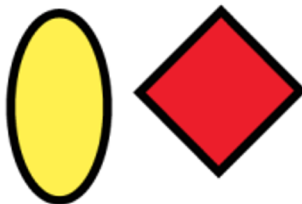
Activities/Preferred Choices

Food/Drink

Bathroom

Future Directions

- Always keeping the interests of the client and their family in mind
- Discussing what will be future considerations regarding AAC for MM
- In-home trainings
- Having a systematic plan teaching core vocabulary to MM
  - Keeping a portfolio of words he knows & words he's still learning
  - Intervention activities that promote generalization
- Correspondence via SLP Website and/or email
  - Check-in for support
  - Updates

Huer (1997) Self Assessment Tool

The Protocol for Culturally Inclusive Assessment of AAC	Mastery Rating				
Knowledge Base					
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
Awareness of Own Cultural Values and Biases					
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
Awareness of Culturally Appropriate Assessment Strategies					

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
Relationship with Culturally/Linguistically Diverse Families					
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.

Thank you

Project Building Bridges Final Presentation

By: Janel Leifer

Student Background

- **Age:** 6 year, 1 month old boy

- **Etiology:** Joubert Syndrome & Cerebral Palsy

- **Placement:** TACLE Program

- **AAC System:** Accent 800 device with Unity communication software, 60-grid overlay

- **Languages:** Of Latino heritage, speaks English at home

Communication Profile

Aided Means	Unaided Means
Speech Generating Device (SGD)	Speech
	Facial Expressions
	Gestures
	Some Sign Language

Cultural Representation of the Family

- **How does the AAC system represent the cultural identity of the family?**

  - Parents added category pages of preferred topics & books

  - Parent training

  - Vocabulary related to Christmas

AAC System within Context of the Family

- **Limitations**
  - Dad had little training with AAC system
    - Did not know symbols, their locations, how to model vocabulary
  - Coltrane does not like to share his SGD
  - These conditions led to limited opportunities for engagement with AAC at home

Family Involvement

- **Solutions for Family Inclusion**
  - Meet with family to determine their current and future needs
  - Help track down a second SGD for modeling
  - Provide Dad with AAC training
  - Provide materials for facilitating AAC engagement at home

Reflections

"Cultural Competence is not black and white, it is the gray area in between."

- **What is cultural competence?**
  - More than adding vocabulary
  - Involving family in decisions
  - Listening with non-judgment
  - Respecting values & beliefs (even if it conflicts with our clinical judgment)
  - Willingness to learn about another culture
  - On-going process of introspection

Huer Self-Assessment

- **I would like to learn more about:**
  - **Laws** impacting **AAC** and **multiculturalism**
  - "I am sure of what to expect from families"
    - Do we ever *really* know what to expect?
  - **Evaluating** l**inguistically diverse** persons needing **AAC services**
    - Using a translator

Special **thank you** to: **Patti**, **Gloria**, & my **PBB cohort!!!**

This has been the experience of a lifetime!

Project Building Bridges G.D.

—

By Lexie Mendez

G. D.

- 10 years old, male
- 5th grade
- moderate -severe SDC
- Down Syndrome, hard of hearing,
- Home language is Spanish
- School instruction is primary English
  - School has a Spanish immersion program.
  - Speech Therapy is bilingual
- Transitional Emergent communicator
- Prefers to use English to communicate

AAC system: Unaided & Aided

UNAIDED

- Vocalizations
- Word approximations,
- Proxemics
- Eye gaze
- Pointing
- **Sign language ***

AIDED

- Proloquo2go - bilingual Spanish & English
  - Intermediate board
- Assitiveware Core board poster in the classroom
- Visual supports posted around the class

AAC Device

- iPad
- Proloquo2go application
- Easy switch from English to Spanish
- 70 button display
- Masked symbols
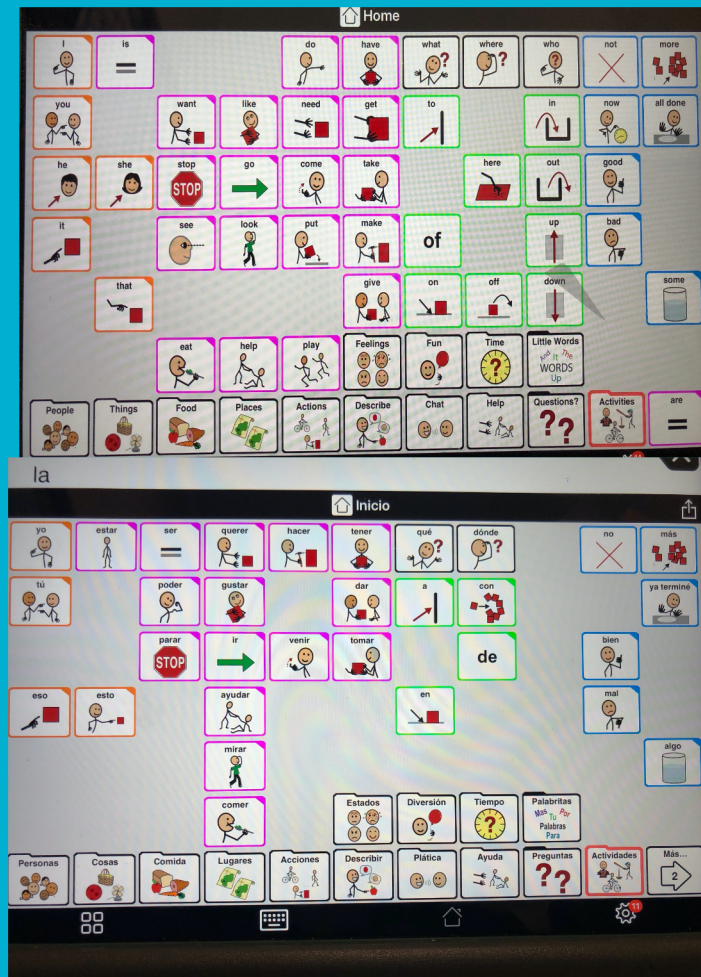
Cultural Identity

- New for the family.
- Second week he takes the device home.
- We trained Mom on how to switch from English to Spanish
- McDonalds is G's favorite restaurant. His mom and him will often stop to eat there before they get home.
  - The team added items from the menu to support a conversation with his mom during that time that they share together.
- G can verbally say his family member's names. But we still included his family to his device.
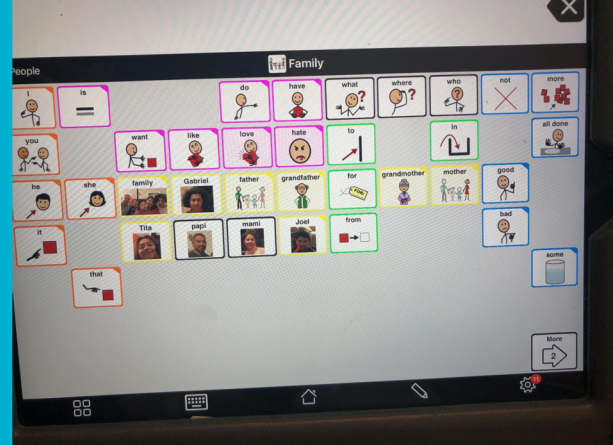
How does the AAC limit or facilitate family interaction?

- Not clear, Yet.
- It's a new system for the family.
- After meeting with G 's mother it is clear what the roles in the household are;
  - His dad works 6 days a week
  - Mom is the primary caregiver for G.
- During the week G is at school from 8-5:30 p.m. When he gets home there is minimal interaction between the family.
- His siblings are much older than him. They work and go to school.
- Hopefully after training his mom and with additional support from the staff his family will adopt the use of his AAC device.

How was the family included in the decision making process regarding vocabulary and language?

- We met with his mother to train her on how to use the device with G.
- We asked her if there were any words/symbols that she would want us to add?
  - She said she didn't have any.
- We asked if there were any activities that they liked to do together?
  - She couldn't think of any activities that the family would do together.
- We told her we would add his family to the device.
- We also showed her that we added items from the McDonald's menu for them to use during a conversation exchange.

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

- After meeting with G's mother my supervisor and I brained stormed on some ways that we could support G and his family.
- We have trained the staff in his classroom on how to use his AAC device with him.
- His mother asked if we could also provide his after-school para with some training and support.
- Scripts for the family were sent home with his mom.
- Send home weekly homework (scripts) for the family.
- Create an open communication line between the family and the school.

Self Assessment

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