Project Building Bridges

● ● ●

Cassandra (Cass) Ngo

BXXX

- 8 years, 6 months old boy
- Down syndrome at birth, heart defects, chronic otitis media resulting in PE tube placement
- Bilingual
- Ambulatory
- Direct selects
- Multimodal communicator
- Marin County Office of Education K-3 SDC
- Proloquo2go, field of 36
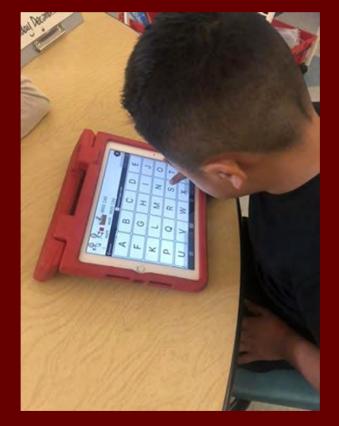- Dinosaurs, snakes, computer time and advocating for his friends

Communication Profile:

Communication Profile: Linguistic Skills

- Uses 'I want _____ please ms.xx' in structured and routine activities
- Excellent noun user (color, animals, food)
- Multimodal communicator
- Receptive understanding of nouns, function, category recognition
- Still learning and building action words
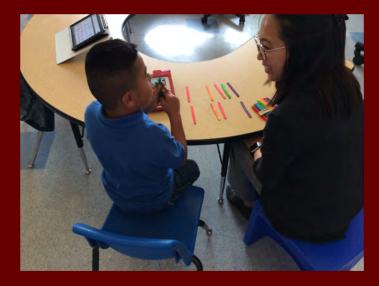
Communication Profile: Operational Skills

- Can navigate 'next page' and 'back'
- Navigates to logical page during familiar topic
- Can clear screen and activate voice

Communication Profile: Social Skills

- Maintains attention to partner in conversation and demonstrates turn-taking (2-3)
- Responds to 'Hi' and 'Bye'
- Reports to teacher about friend's feelings and how to comfort them

Communication Profile: Strategic Skills

- Actively engages with CP during interaction to monitor their attention and understanding
- Repairs breakdowns by drawing attention to screen, repeating message, gesture/body, facial expression, vocalization

Communication Profile: Task Analysis
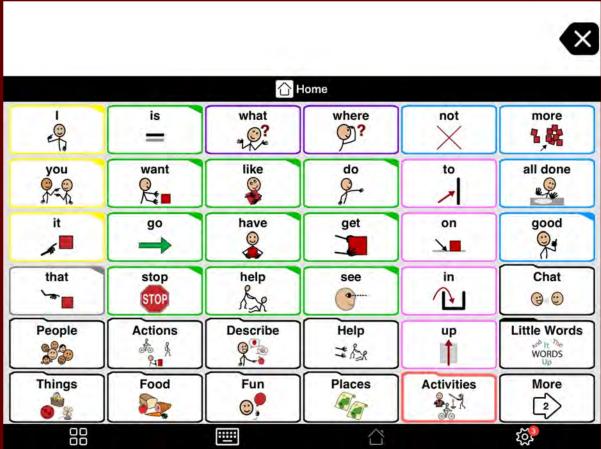
- I can orient and engage with a partner.
- I can understand what they are saying.
- ******I can understand what the concept is.
- I can think of what to say.
- I can explore my language system.
- I can locate the words I need.
- I can retell the story events.
- ******I can retell the story events in correct order.
- I can retell the story events with a beginning, middle and end.
- I can include key details from the beginning, middle, and end.
- I can identify the central message and explain how it is conveyed through details of the texts

Augmentative and Alternative Modes of Communication:

- Whole body movement (head, arms, legs)
- Facial expressions
- Touches/reaches/looks at desired object
- Looks back and forth between CP and topic
- Symbol selection
- Basic manual sign (more, all done, help, look, me, you)
- Vocal approximations
- Mimic sound of item
- Combining 2 words
- Proloquo2go, field of 36

Proloquo2go
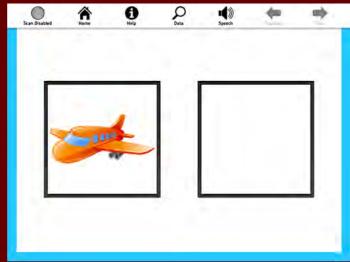
Cultural and Language Aspect: Challenges

○ Reaching the family
- ■ All About Me
- ■ McArthur Bates
- ■ Social Network

Cultural and Language Aspect: Strategies Used

- ○ AAC Genie
- ○ The classroom teacher and SLP had a 1:1 prior to the annual IEP
- ○ Spanish interpreter
- ○ IEP

Cultural and Language Aspect: Success

- Family involvement
- Had a really good idea about BXXX's communication outside of the classroom

Cultural and Language Aspect: Family Inclusion

- Classroom Observation
- "Ice cream"

Diverse Cultural/Language Content

Self-Assessment

✗ **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 fell extremely confident …

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

Self-Assessment
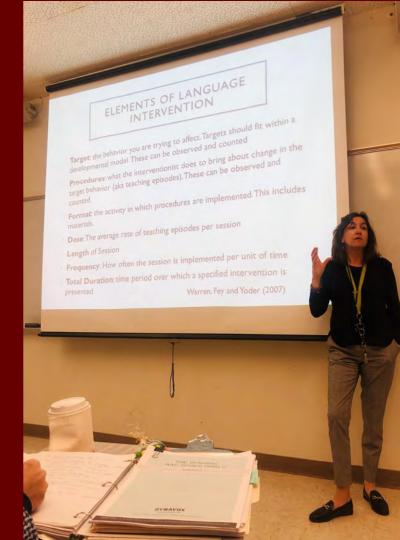
13. I am confident in my ability to utilize comprehensive evaluation instruments.	1	2	③	4	5
14. I have experience conducting a culturally sensitive interview and a non-biased assessment.	1	2	3	4	⑤
15. I use different methods for collecting information, i.e., observations, interviews, open-ended questions, 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!

Thank You!

Thank You!

Thank You!
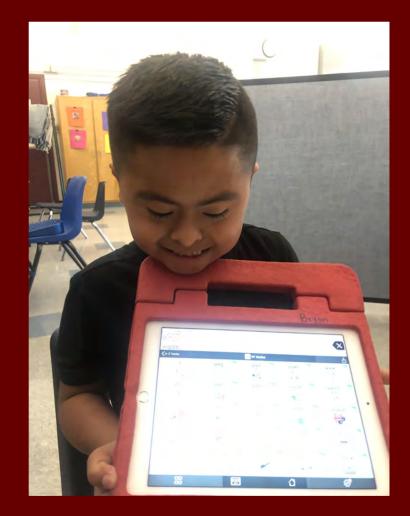
Target Student: AL

- AL is an eight year old 2nd grader
- Loves Sesame Street, Letter Block, all things Disney
- Asian-American
- Her grandparents are immigrants from China and speak Cantonese
- Placed at The Bridge School (NPS)
- Diagnosed with AADC deficiency
- Underwent gene therapy at UCSF Benioff Children's Hospital
- Post-brain surgery, AL showed improvements in tone, motor, vision, and less frequent oculogyric crises

Communication Profile
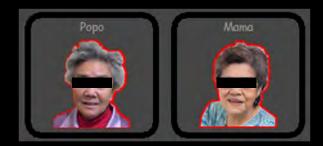
- **Assessments conducted 10/8/19:** DAGG-2, TALC, Communication Forms & Functions, Parent Interview, Communication Hierarchy, Clinician observations
- **DAGG-2:** AL is emergent-transitional in operational and strategic competencies, context-dependent in linguistic and social competencies
- **TALC:** one/two word utterances or pre-programmed phrases
- Proficiency in Cantonese is unclear
- **Unaided means to communicate:** verbal approximations, vocalizations, referential point
- **Aided means to communicate:** direct selector on SGD, low-tech yes/no cards, wrist-band with pre-recorded phrases

Previous and Current AAC System in Use

- **Previous system in October:** customized Communicator 5 with CVI adaptations
  - Field of 20, no message window, single-hit phased-based icons
- **Current system:** customized Sono Flex for Communicator 5 from Tobii Dynavox
  - Field of 33, Consistent motor plan, Word Magic, Message window
- AL only had "Popo" and "Mama"
  - The family's names for her grandmas
- Family requested an "English only" system

Previous System

Current System

Strategies for Including Family's Cultural Background

Background
Challenges

- Initially, adding culturally responsive vocabulary was not a priority for mom
- History of health problems, previous access issues, wanted a more robust system
- Primary focus was on academics

Strategies

- "All About Me" Inventory, Customized ABC Board, Social Networks, "News" with Instagram
- Collaboration with Self-Determination Team
- Parent education and collaboration
  - PODD vs. Previous System
  - Personal Narratives

YOUR NEIGHBORHOOD

Including AL's Family Traditions in AAC System

- Created a context-dependent page about Chinese New Year under holidays that contains traditional foods and activities
  - Includes linked page to Chinese zodiac years
- For SPED 746, my intervention focused on personal narrative skills
  - Research shows that personal narratives are important for developing identity
  - Personal narrative skills will allow AL develop a cultural identity and share that identity with others
- Recommend that AL continue with personal narrative interventions and that format to talk about Chinese New Year and her family traditions

Chinese New Year

Self-Assessment Results of Huer's Protocol

- **Knowledge Base:**
  - AAC components, techniques, strategies, symbols, and assistive technology
  - Policy and laws impacting AAC and multiculturalism
  - Knowledge of community and professional resources for all clients
- **Awareness of Own Cultural Values and Biases:**
  - Comfortable interacting with families from cultural backgrounds different from my own.
  - I am sure of what to expect from families
- **Awareness of Culturally Appropriate Assessment Strategies:**
  - I have experience conducting a culturally sensitive interview and a non-biased assessment
  - I use all family members, as appropriate, during the collection of information
- **Relationship with Culturally/Linguistically Diverse Families:**
  - I believe that I am perceived by most families to have the quality of trustworthiness

Project Building Bridges: Final Presentation

By: Heidi Arines

Student: A.V.

Age: 20

Condition: Cerebral Palsy, Cortical-Visual Impairment, Non-ambulatory

Educational Placement: Avalon Academy

Participation includes:
> Functional Academics, School and Community Based Vocational Routines, Recreational Opportunities (ASPCA, Boba Shop to take orders, Post Office and Costco).

Interests:
> Affection and smiles from others
> Being active! (Dancing, Spinning around in chair)
> Twilight Series (Adapted Books)

Cultural & Linguistic Identity:
> Indian
> Primary language at home: English

A.V

Complexities:
>Medical *(Gastrointestinal issues)*
>Visual: cannot elevate eyes and is legally blind
>Motor: *Hypertonia*
>Learning: Adapted visual materials, Environmental modifications
>>*Dim lighting*
>>*Enlarged images/icons*
>Sensory: Requires multi-sensory approach
>>*Visually stimulating materials: backlit images, flashlight to direct attention, multi-colored lights*

COMMUNICATION PROFILE

OPERATIONAL:
      (DAGG): Emergent
        Biggest challenge: Access

LINGUISTIC:
      DAGG: Emergent to Emergent Transitional
      AAC Profile: Level 1

SOCIAL: .
      (AAC Profile): Level 1
      (DAGG): Emergent to Emergent Transitional

STRATEGIC:
      (DAGG): Emergent to Emergent Transitional

CURRENT AAC SYSTEM

Device:
   Dynavox V
   Highly Customized & High-tech
   Pragmatically Organized
   Pre-programmed messages

Access:
   Partner assisted 2-switch auditory step scanning
   Flexes her left arm and moves it back toward switch

Challenges/Barriers

Parent and caregiver involvement in AAC

Barrier: Family's knowledge of equipment and set up
    XX requires 4 pieces of equipment
    Another barrier: access, requires time and effort

Barrier: Medical Complexities
    Biggest Barrier -> *affects access*

No feedback from the family of specific vocabulary and language needs -->*Not a current priority*

Not enough time to build rapport with student and family
    Vital to build parents' trust prior to intervening

Future Strategies:

Meet the parents where they are and move from there!
What can they realistically handle?
Choose an AAC routine embedded in their natural routine
I.e Choice making (unaided/aided)

Realistically, AAC encompasses a lot of things, it's just not the device. It relies on her using alternative modes to speech.

Continue building rapport

Provide a culturally and linguistically based interview

Observe family interaction at home and school
Tools: Forms and Functions, Social Network, DAGG, AAC Profile

Parent Interview: "
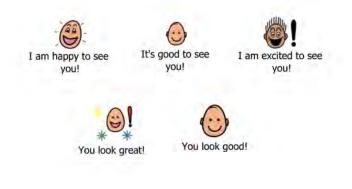
1. Communication priorities for your child?
2. What does culture mean to you? What is important about your culture that you would like to share?
3. Do you incorporate Indian culture into your child's language and everyday life?
4. Special Holidays/Traditions?
5. Daily routines?
6. Important target words?
7. **How can we make your child's communication more meaningful and realistic at home and outside of home?**

Resulting AAC tools/system to include diverse cultural and/or language content

a. **AAC Content**
    i. Social compliments: Transactional Effect
        1. Relatives from India
            a. Grandma and Grandpa

a. **Limitations/Barriers:**
    i. Since English is the primary language, no room for putting language from their ethnicity
        1. Ask parents why they don't incorporate language from India into AAC system

a. **Recommendations:**
    i. Can implement social pages of certain traditions, holidays, or food that are culturally relevant to them
    ii. Social page for names of family members from India
    iii. Training caregiver and parents about AAC and bilingualism

Self-Assessment results of Huer's Protocol

a. **Knowledge Base: 3.7**
   i. Biggest growth:
      1. Understanding AAC components, techniques, strategies, and assistive technology, frameworks
      2. Understanding different conditions: Cerebral Palsy

a. **Awareness of Own Cultural Values and Biases: 3.7**
   i. **Biggest growth and confidence:** Nika Project: Bali and Malaysia

a. **Awareness of Culturally Appropriate Assessment Strategies: 4.8**

a. **Relationship with Culturally/Linguistically Diverse Families: 5**

Culminating Case study

Huda Allarakhia

Introduction

- Buddy is a fun loving, motivated, and energetic 5 year old boy.
- Diagnosed with CP.
- Arabic language is spoken at home. Buddy understands Arabic and English equally.
- Buddy is currently on Accent 1400. Unity as the Language.
- He does not have autonomy of his body.
- Initially, his access was through eye gaze. Currently, we're trialing eye gaze as well as switches.
- Buddy is in the TACLE 1 program at Redwood Heights Elementary
- Attends extra curricular activities (e.g. music, library, art) with general education classroom students. Buddy also attends a mainstream general education classroom during the week.

Communication profile

- DAGG:Emergent communicator:
  - Linguistic:
    - Communicates behaviorally (eye gaze, nods, smiles, eye contact)
  - Operational:
    - Demonstrates visual, auditory and physical attention to AAC system.
    - Demonstrates active engagement with the AAC system (hitting switches, exploring, touching screen)
  - Strategic
    - Understands that his communication has an effect on the environment or communication partner
    - Uses different modes of communications (e.g. gestures, vocalization, behavior) for misunderstood message.
  - Emergent transitional: social
    - Maintains attention to partner in conversation (e.g. eye contact, and orientation)

Communication profile cont.

- TALC: 90%; wants/needs.
- Primarily Buddy used eye contact, facial expressions, vocal approximations when communicating with communication partner.
- Expressive & Receptive Language:
  - Arabic and English understood equally.
  - vocal approximations are prevalent in Arabic and in English
    - (e.g. *that, water, mama, ball, baba, no, yeah*

AAC System

- The biggest hurdle: Access method.
- Buddy is currently using 1400 accent, 45 sequenced, and Unity as the language.
- Knowing his difficulty with accessing his vocabulary, an SLP placed him on 25 sequenced.
- Despite difficulty with access, we changed it to 45 sequenced and focused on choosing a more reliable access method: dual switches.
- Arabic vocabulary is programmed into his device

Incorporating diverse and language content

- **Considerations:**
  - Not masking certain icons due to religious obligations (e.g. prayer, praying).
  - Buddy's mother does not understand English very well.
  - One word in Arabic has multiple meanings.
  - One word in Arabic can be translated as a full sentence in English.
  - Family is very engaged with Buddy's device.
- **Recommendations:**
  - Don't speak for your child.
  - Receiving a table mount.
  - Response wait time.
  - Transaction effect (respond to the slightest movement Buddy makes).

Family culture & language background in AAC

- Challenges between home and school settings (e.g. mount attached to Buddy's wheelchair)
- Sent home information concerning Buddy's likes and dislikes.
- Mimic what parents would say to Buddy when they would want his attention
- Parent training concerning the logistics of Buddy's device.
- Received a list of what arabic words Buddy says on a daily basis. Programmed them into the device

Reflection

Knowledge Base: I have extensive knowledge regarding AAC components, techniques, strategies, symbols, and assistive technology.

Awareness of own cultural Values and Biases: I feel comfortable interacting with families from cultural backgrounds different from my own

Awareness of Culturally Appropriate Assessment Strategies: I use different methods for collecting information (e.g. observations, interviews, open-ended questions).

Relationship with Culturally/Linguistically Diverse Families: I believe that families feel comfortable when interacting with me overtime.

Thank You!

Project Building Bridges

Culminating Case Study

Cultural and Linguistic Considerations
in AAC Systems

by Julia Navarro

Hello! I'm K.F.

- I'm 6 years old

- I'm very affectionate, love to read books and run in the playground

- My family speaks Spanish & English

- I have Autism Spectrum Disorder

- I don't like loud noises, rapid movements, and transitions

- I'm a new student at the TACLE program at Redwood Heights Elementary school (OUSD)

- I spend 10% in the general education classroom

K.F.'s Communication Profile

Receptive Language

English (dynamic assessment)
- strong single-word vocabulary
- difficulty with sentence comprehension, specifically with sentences that contain prepositional phrases, indirect objects, infinitives, and relative and subordinate clauses
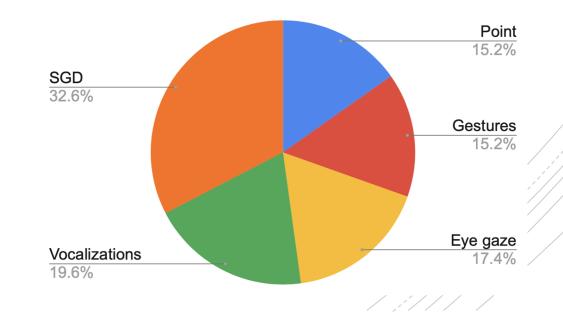
Spanish (parents' interview)
- follows directions and understands when spoken to in Spanish

K.F.'s Communication Profile cont.

Expressive Language

- Does not use verbal language to communicate

- Uses SGD device

- Prefers English over Spanish on his SGD

- Language Sample (TALC) and parents' interview

Point
15.2%

Gestures
15.2%

Eye gaze
17.4%

Vocalizations
19.6%

SGD
32.6%

K.F.'s Current AAC System in Use

AAC Device

Lamp Words for Life

- an iPad application in English and Spanish

DAGG & AAC Profile

Emergent

Emergent Transitional Communicator

Strategies to Include Family's Cultural and Language Background in AAC Systems

Challenges

- Getting to know the child - the child has low communication output

Strategies the school is using to include the family

- The school provides interpreters

- Speaking Spanish to the child during school time

- Parents played one of the main roles in choosing between AAC applications
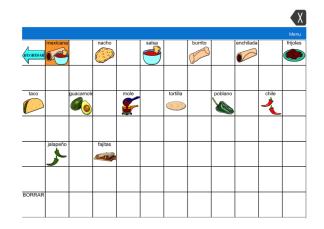
Successful strategies

- Remind the family how important it is to continue speaking Spanish to their child
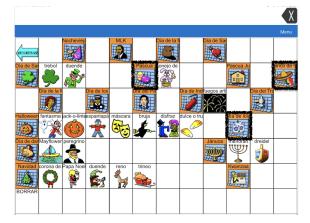
"Sometimes I feel you guys [school professionals] know my child better than I do."
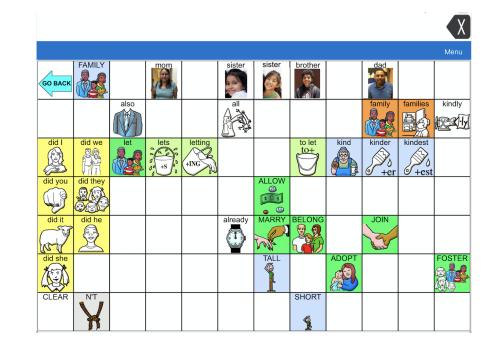
-- K.F.'s parent

Resulting AAC tools/system to include diverse cultural and/or language content

Family Culture

Resulting AAC tools/system to include diverse cultural and/or language content cont.

Limitations of family's cultural and/or language representations in the student's AAC system

- Downloading the appropriate voice for correct Spanish pronunciation

Recommendations to improve family interactions to engage in topics that are of high interest/relevance to them

- Once a month parent meeting
- Incorporating personal narrative

The Protocol for the Culturally Inclusive Assessment of AAC

- Knowledge Base   3.7

- Awareness of Own Cultural Values and   4.7
  Biases

- Awareness of Culturally Appropriate   4.1
  Assessment Strategies

- Relationship with Culturally/Linguistically   4
  Diverse Families

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

Self-Assessment
- Results of Huer's Protocol

Thank you!

Project Building Bridges
Final Presentation
• • •

Rebecca Matthews

ArL

- ❖ 5 years old
- ❖ Kindergartener at the Bridge School
  - ➢ Sassy, Energetic, Social
  - ➢ Loves to dance, loves the color pink and loves to wear dresses
- ❖ Parents are Guatemalan immigrants
  - ➢ L1 Spanish L2 English
- ❖ Complexities
  - ➢ Jourbert's Syndrome, Optic nerve colomba, Cerebellar Hypoplasia and dyspraxia, Hirschsprung's syndrome, hypoplasia of the transverse aortic arch, muscular septal defect
  - ➢ CVI 4-4.75 on Scale

Communication Profile

❖ Communication Forms and Functions
❖ DAGG
  ➢ Linguistic- emergent transitional
  ➢ Operational- emergent transitional
  ➢ Social- emergent transitional
  ➢ Strategic- emergent transitional
❖ TALC
❖ MacArthur Bates Language Inventory
  ➢ English- from school
  ➢ Spanish- from home
❖ Communication Matrix
  ➢ Interview with Mom
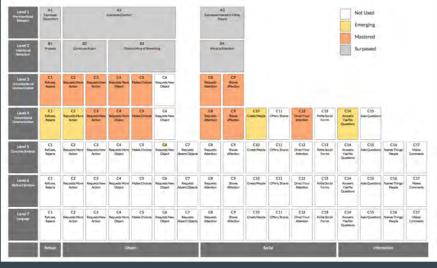
Means of Communication

- ❖ Unaided
  - ➢ "Ti" for yes
  - ➢ Vocal approximations
  - ➢ Modified signs
  - ➢ Gestures
  - ➢ Behavior
- ❖ Aided
  - ➢ Yes and no switches mounted on tray
  - ➢ Step by step
  - ➢ Communicator 5 on Tobii Dynavox with all custom page sets

Culture in AAC System

- ❖ Icons to represent cultural identity
- ❖ Spanish output for words such as "Hola" and "Familia"
- ❖ Si and No output for switches

Strategies to include Family

❖ Challenges
  ➢ Lack of response from parents
  ➢ Language barrier
  ➢ Trialing systems

❖ Strategies to include Family
  ➢ Home news
  ➢ Parent conference meetings

❖ Strategies used to include cultural identity
  ➢ Information at beginning of year about Family (teacher)
    ■ Church is very important

❖ Family inclusion in vocabulary etc.
  ➢ MacArthur Bates
  ➢ Future conversations following trials

Resulting AAC tools/system that include cultural content

- ❖ Example:
  - ➢ Home News
    - ■ SBS
    - ■ In Binder
- ❖ Limitations
  - ➢ Guatemalan dialect of Spanish
  - ➢ Lack of response from Mom
- ❖ Future Recommendations
  - ➢ Bilingual system
  - ➢ Taking system home

English - detected ⇄ Spanish

Hey mom it's me Ariany. I had a great day at school today. I sang a song with Miss Becky it was called "On grandpa's farm". I used my talker to sing about the animals. I loved singing about the cow. It made me happy.

Hola mamá, soy yo, Ariany. Tuve un gran día en la escuela hoy. Canté una canción con Miss Becky que se llamaba "En la granja del abuelo". Usé mi hablador para cantar sobre los animales. Me encantó cantar sobre la vaca. Me hizo feliz.

Self- Assessment Huer's Tool

- ❖ Knowledge Base
  - ➢ I have extensive Knowledge regarding AAC components, techniques, strategies, symbols, and assistive technology
- ❖ Awareness of Own Cultural Values and Biases
  - ➢ I enjoy interacting with persons from other cultures as much as when interacting with persons from my own culture
- ❖ Awareness of Culturally Appropriate Assessment Strategies
  - ➢ I use different methods for collecting information i.e. observations, interviews, open-ended questions, and secondary sources.
- ❖ Relationship with Culturally/Linguistically Diverse Families
  - ➢ I believe that I am perceived by most families to have the quality of trustworthiness.

Thanks PBB

Majuro, Marshall Islands

The Bridge School

Project Building Bridges: Final Presentation

By: Lindsay Johnson Cheng

Meet XX!

- 2nd Grade ASD Classroom with some mainstreaming (Loves art!)
- LOVES birds.
- Enjoys making funny faces at peers.
- Parent speaks Korean but English is spoken at home and in the classroom.
- Sensory needs and attention barriers contribute to accessing academics.

Communication Profile and Current AAC System in place

Communication Profile:

- ASD diagnosis.
- Nonverbal.
- Early emergent on the DAGG.
- Emerging with conventional communication and concrete symbols on the Communication Matrix.
- Based on teacher, SLP, parents and CSA sampling receptive English is very proficient.

Current AAC system:

- Communication binders implemented in class this semester.
- No Korean icons.
- Gestures and vocalizations.

Cultural and Linguistic Considerations

Barriers
- Unable to meet with parent to discuss his home language due to scheduling.

Considerations
- Assessment considered his home language before proceeding.
- Classroom includes pictures of his food items from home.

Results
- Met goal in English!
- Success with literacy based intervention.

Next steps

- Onsite SLP recommend CoughDrop for it's bilingual ability.
- Recommended to offer to parent icons to match his communication binder in Korean and English.

Meet XX!

- Senior in highschool.
- Most popular guy at school.
- Works at his parents Mexican restaurant.
- LOVES the warriors.
- Speaks English and Spanish.
- OHI due to partial deletion of chromosome 13, mild bilateral hearing loss.

Communication Profile and Current AAC System in place

Communication Profile:

- Context-dependent transitional communicator.
- Focusing on strategic competencies with communication breakdowns.
- 2 -3 word sentences.
- Strong receptive skills in both English and Spanish.

Current AAC system:

- CoughDrop in both Spanish and English.
- Speech.
- Texting.

Cultural and Linguistic Considerations

- Offered TouchChat in English and Spanish.
- CoughDrop in English and Spanish.
- Met with parents about expectations considerations and home language.

Results and Next Steps

- He loves CoughDrop!
- Troubleshooting access of CoughDrop on his phone.
- Customizing CoughDrop in English and Spanish.
- Strategic competency goal for breakdowns.

Meet XX!

- Freshman in highschool.

- Loves introducing me to new singers and bands.

- **Trilingual:** English, French and Italian.

- Storyteller at heart.

Communication Profile and Current AAC System in place

Communication Profile:

- CP diagnosis.
- Transitional independent on the DAGG.
- Intrinsic motivation.

Current AAC system:

- Eyegaze using WordPower on the Tobii I-12+.
- E-Tran board for low tech.
- Ipad with switch access.
- Vocalizes, head nods and facial expressions.

Cultural and Linguistic Considerations

- Proloque2Go for French.
- Speaking with parent and client directly about what they want.
- Co-writer feature with both French and English.
- Snap and Read feature for French.

Results and Next Steps

- Operational and strategic competency goals for Proloque2Go.
- Operational goals for her new tools that support her in French class and accessing French curriculum.

Career [edit]

La bassiste Christa Hillhouse et le guitariste Shaunna Hall étaient colocataires et ont rencontré le batteur Wanda Day lorsqu'ils ont rejoint un groupe dans lequel elle jouait. Quand les trois ont quitté ce groupe, ils ont commencé à jouer en trio, mais après avoir vu Perry chanter lors d'une performance solo, Hillhouse et Hall lui a demandé de devenir chanteuse. Selon Perry, elle et Hall étaient à Nightbreak, un San Francisco et quand il a été mentionné que le trio cherchait un chanteur, Perry a annoncé qu'elle était une chanteuse, à laquelle Hall a répondu: "Je sais". Their first rehearsal was supposed to be at 6:10 pm on October 17, 1989, but shortly after 5:00 pm the Loma Prieta earthquake hit the San Francisco area.[2][3]

Self Assessment and Reflection

Knowledge Base:

- Assessments.
- Scope and Sequence.
- Finding evidence to support decisions.

Awareness of own Cultural Values and Biases:

- Reflecting on how I present myself to parents and families and how that can affect the process.

Awareness of Culturally Appropriate Assessment Strategies:

- Yes! Assessment procedures that are sensitive to different backgrounds and ways of communicating .

Relationship with Culturally and Linguistically Diverse Families:

- Advocating and pushing for their language/background/culture.

Thank you!

Project Building Bridges

Focus Student: Elena

By Mary Lou Ninan

The Student: Elena

- ❖ Helping others
- ❖ Home Language: Spanish, from Honduras
- ❖ Almost 11 years old, 5th grade
- ❖ Down Syndrome
- ❖ Alvarado Elementary School
  - ➢ Moderate to Severe SDC
  - ➢ Bilingual Immersion
  - ➢ Bilingual SLP

En los pasillos...

Tomamos Decisiones Responsables	Mostramos Amabilidad y Respeto	Resolvemos Problemas	Nos Esforzamos por Lograr lo Mejor
Camina siempre	Habla en voz baja	Mantén las manos y pies a ti mismo	Ve directamente a tu destino

© Can Stock Photo

Communication Profile

multi-modal, multi-lingual, context dependent.

Unaided:

- ❖ Vocalizations
- ❖ Proxemics
- ❖ Eye gaze
- ❖ Pointing
- ❖ Sign language approximations

Aided:

- ❖ Proloquo2Go: bilingual
- ❖ Visual supports in classroom, including core board poster

AAC Device

❖ iPad with Proloquo2Go application

❖ Easy switch from English to Spanish
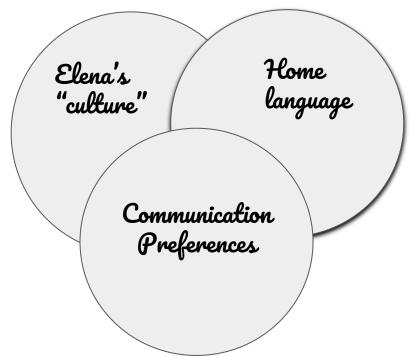
❖ 45-button display, using SymbolStix

AAC Profile: operational ⇄ linguistic ⇆ social ⇄ strategic

Language and Culture

- Elena's "culture"
- Home language
- Communication Preferences

- Spanish
- Unaided AAC
- "Help topic"
- Minimal device use at home

Simple Questionnaire in Spanish

Preguntas sobre el uso de Elena de su AAC device en casa

1. ¿Con qué frecuencia Elena utiliza su AAC "device" en casa? (circule uno)
todos los días   una vez a la semana   una vez al mes   no en absoluto

2. ¿Elena usa su "device" más en inglés o en español? (circule uno)
inglés   español

3. Piense en sus actividades familiares o en su vida diaria. ¿Cuáles son algunas de las palabras que le gustaría ver agregadas a su AAC "device?" (Escriba las palabras a continuación)

Self-Assessment

3=**Confident**--I have the tools to learn

4=**Very confident**--life, career, coursework, and clinical settings

5=**Extremely confident**--come naturally to me

THANK YOU

Project Building Bridges Final Presentation

Brittany Davis
Internship Location: TRC Marin

L.C-M.

- 5 years 1 month
- Spanish home language, English in the classroom
- ASD Diagnosis
- Loves trucks and toys that make noise
- Very affectionate and sweet
- Echoic
- Difficulty with understanding the function and reciprocity of language/communication
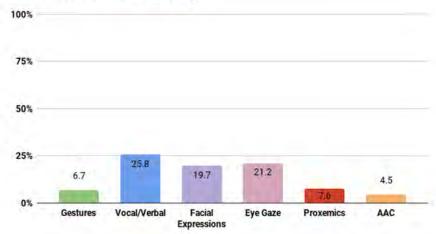
Communication Profile

Communication Matrix: L.C-M is a level 2-3 unconventional communicator, with some skills in level 4-5 (e.g. showing affection and requesting).

Spanish version of the MacArthur Bates/Parent Report: L is reported to have no verbal language outside of echoic behaviors, understands only a few phrases (e.g. sientate), cannot label common objects, participates in limited pretend play and uses early routine gestures to communicate (e.g. raising arms to be picked up).
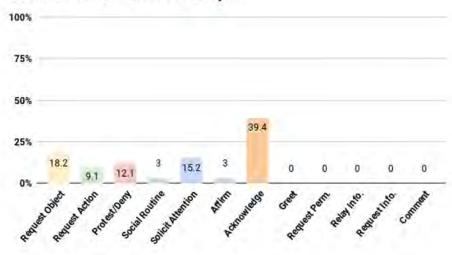
L.C-M. is a pre-linguistic communicator who is motivated by social interactions, but does not have the language to facilitate meaningful interactions with communication partners. His receptive language is better than his expressive, but not by a large margin. His parents reported that he understands about 8 of the phrases from the MacArthur Bates.

Communication Forms and Functions from the CSA
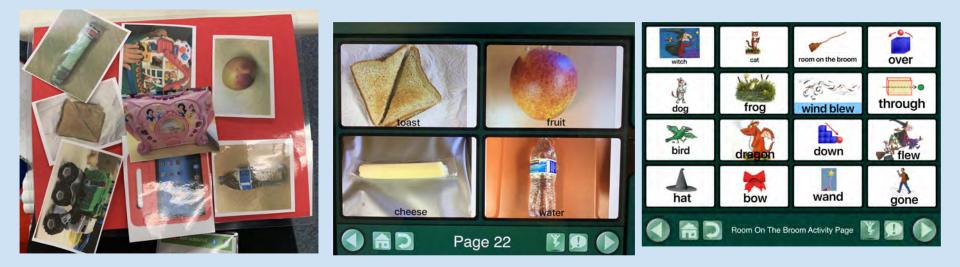
Communicative Means Graph

100%	
75%	
50%	
25%	
0%	

Gestures: 6.7
Vocal/Verbal: 25.8
Facial Expressions: 19.7
Eye Gaze: 21.2
Proxemics: 7.6
AAC: 4.5

Communication Functions Graph

100%	
75%	
50%	
25%	
0%	

Request Object: 18.2
Request Action: 9.1
Protest/Deny: 12.1
Social Routine: 3
Solicit Attention: 15.2
Affirm: 3
Acknowledge: 39.4
Greet: 0
Request Perm.: 0
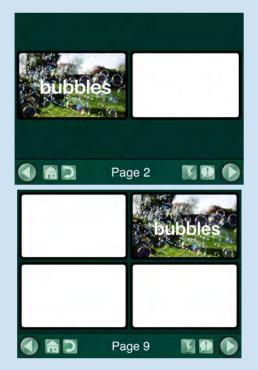Relay Info.: 0
Request Info.: 0
Comment: 0

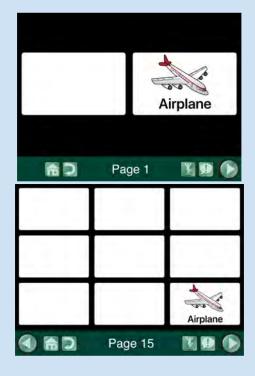# AAC System and Inclusion of Home Language

- Introductory PECS system
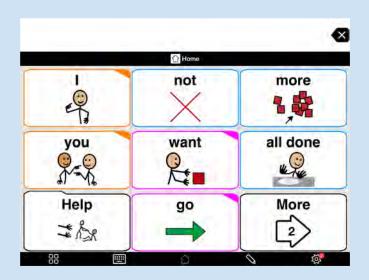- GoTalkNow activities on dedicated classroom iPad (snack, reading and item requesting)

AAC System Continued

- ProLoQuo2Go with a field of 9 icons
- Modified *AAC Genie* activity on GoTalkNow

Strategies to Include Family's Culture

- The family was asked to complete the MacArthur Bates inventory in Spanish. Both parents speak Spanish in the home, one can speak some English. They also wrote a note with their observations of how L uses language in the home, which supported the information gathered from observations and assessments.
- Spanish was used in the main interventions that were implemented.
- Teacher's were also using Spanish whenever possible.
- Spanish was used in assessment (AAC Genie).

Resulting AAC Intervention Including Spanish Language

Reflection

Knowledge Base: 3.57

I feel confident about my basic knowledge of AAC and cultural awareness, but could still improve in the areas of knowing specific laws and resources available to people with disabilities and/or from different cultural backgrounds.

Awareness of Own Cultural Values and Biases: 4.0

I have enjoyed working with people from different cultural backgrounds, but I feel like I am still slightly unsure about what to expect from families.
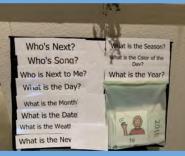
Awareness of Culturally Appropriate Assessment Strategies: 4.42

I feel the most confident about my ability to do assessments and to include families in the assessment process.

Relationship with Culturally/Linguistically Diverse Families: 4.0

In my experience so far I have felt confident in my ability to build rapport with both the clients I have had and their families.

Thank you!