Project AAC for A.L.L.

(Access to Languages and Learning)

USDOE/Office of Special Education Programs, Grant#H325K210005

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Graduate College of Education
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AAC for ALL: FAQs

- What is the Goal?
- What are Stipend Requirements?
- What is Impact on my Road Map?
- What is the Nika Project and Service Learning?
- What if I want to specialize in AAC without funding?
- How are the AAC Certificate and AAC for ALL different?
- What are Benefits?
- How do I Apply?
Who Benefits from AAC?

Five million Americans and 97 million people worldwide have disabilities resulting in complex communication needs who may benefit from AAC for short or long duration when speech is not a reliable means of communication (RERC on AAC, 2019). People of every age, cultural and language background may benefit from AAC systems. Yet, students who are dual language learners are often not included in AAC services and systems. Further, persistent shortages of SLPs and Special Educators who are prepared in culturally-affirming AAC practices create disparities for including DLL students.
Who are Dual Language Learners who may benefit from AAC?

California uses to the term ‘dual language learner’ (DLL) to refer to any child who is in the earlier stages of language development, growing up in a multilingual environment, and learning two or more languages simultaneously or sequentially.

Five million DLL students are identified in the US with 1/3 (1.2 million) in California.

In California, approximately 200,000 DLL students are also identified as those with disabilities and many may benefit from AAC services.
Awarded to SLHS by the U.S. Department of Education, Office of Special Education Programs from 2021-2026, AAC for ALL is designed to prepare SLPs and Special Educators to meet the linguistic, academic, and social needs of an increasing number of children with disabilities who have a home language other than English, and benefit from various types of Augmentative and Alternative Communication.

AAC for ALL will prepare 50 Scholars in SLHS and SPED to complete the AAC Certificate, Master's Degrees and Credentials through coursework, clinical experiences, fieldwork and internships in AAC with dual language learners. Stipend funding is for 3 semesters, approximately $16,000 total per Scholar.
Service Obligation
Pre-Scholarship Agreement
for a Personnel Development Grant

- Scholar agrees to maintain **eligible employment** for three academic years.
- **Eligible Employment** is defined as at least 51% of services with students in special education (under IEPs).
- Complete **Service Obligation** within 3 years + 5 years = 8 years.
- The U.S. Department of Education may grant deferrals or exceptions due to life circumstances.
<table>
<thead>
<tr>
<th>ALL Scholars</th>
</tr>
</thead>
<tbody>
<tr>
<td>• SPED 743: Augmentative and Alternative Communication (Spring)</td>
</tr>
<tr>
<td>• SPED 746: Teaching Students with Physical Disabilities (AAC in the Schools) (Fall)</td>
</tr>
<tr>
<td>• SLHS 881: Interprofessional Internship in AAC (Spring &amp; Summer)</td>
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<td>• SLHS 899: Research and Innovation Lab (Fall)</td>
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<th>SLHS Scholars</th>
<th>SPED Scholars</th>
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<tr>
<td>• SLHS 880 &amp; 713: On-Campus AAC Clinic with Children or Adults (Fall or Spring)</td>
<td>SPED 601/701: Observation and Participation in SPED</td>
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<tr>
<td>• SLHS 882 &amp; 712: School Internship with AAC Focus (Fall)</td>
<td>SPED 730 &amp; 723 (or equivalent): Student Teaching with AAC Focus</td>
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## AAC for ALL: *Sample Road Map for SLHS Scholars*

<table>
<thead>
<tr>
<th>Semester Year</th>
<th>Courses/Clinic/Internships</th>
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<tbody>
<tr>
<td>Fall, Year 1</td>
<td>SLHS 899: Research and Innovation in AAC</td>
</tr>
<tr>
<td>Fall or Spring, Year 1</td>
<td>SLHS 880 &amp; 713: On-Campus AAC Clinic with Children or Youth</td>
</tr>
<tr>
<td>Spring, Year 1</td>
<td>SPED 743: Augmentative and Alternative Communication</td>
</tr>
<tr>
<td>Spring &amp; Summer, Year 1</td>
<td>SLHS 881: Interprofessional Internship in AAC</td>
</tr>
<tr>
<td>Fall, Year 2</td>
<td>SPED 746: Teaching Students with Physical Disabilities (AAC in the Schools) SLHS 882 &amp; 712: School Internship with AAC Focus</td>
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*Roadmaps are individualized based on advising*
### AAC for ALL: *Sample Road Map for SPED Scholars*

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<th>Semester Year</th>
<th>Courses/Fieldwork/Student Teaching</th>
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<tr>
<td>Fall, Year 1</td>
<td>SLHS 899: Research and Innovation Lab</td>
</tr>
<tr>
<td>Spring, Year 1</td>
<td>SPED 743: Augmentative and Alternative Communication&lt;br&gt;SPED 601/701: Observation and Participation in SPED</td>
</tr>
<tr>
<td>Spring &amp; Summer, Year 1</td>
<td>SLHS 881: Interprofessional Internship in AAC</td>
</tr>
<tr>
<td>Fall, Year 2</td>
<td>SPED 746: Teaching Students with Physical Disabilities (AAC in the Schools)&lt;br&gt;SPED 730 &amp; 723 (or equivalent): Student Teaching with AAC Focus</td>
</tr>
</tbody>
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*Roadmaps are individualized based on advising with your Program Faculty*
## AAC Graduate Certificate Curriculum

### All Candidates

- SPED 743: Augmentative and Alternative Communication
- SPED 746: Teaching Students with Physical Disabilities (Curriculum-Based AAC)

### SLHS Candidates (minimum 6 units)

- SLHS 880 & 713: On-Campus AAC Clinic with Children or Adults
- SLHS 882 & 712: School Internship with AAC Focus

### SPED Candidates (minimum 6 units)

- SPED 601/701: Observation and Participation in SPED
- SPED 821: Advanced Fieldwork with Students with Extensive Support Needs
- SPED 730 & 723: Student Teaching with AAC Focus

### All Other Candidates (minimum 6 units)

- SLHS 881: Interprofessional Internship in AAC (repeated twice)
## AAC for ALL or AAC Certificate?

<table>
<thead>
<tr>
<th><em>AAC for ALL Courses (6 units)</em></th>
<th>AAC Certificate Courses (6 units)</th>
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<tbody>
<tr>
<td>• SPED 743: Issues in AAC</td>
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<tr>
<td>• SPED 746: AAC in Schools</td>
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### AAC for ALL Internships (12 units minimum)

<table>
<thead>
<tr>
<th>All Scholars</th>
<th>AAC Certificate Internships (6 units minimum)</th>
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</thead>
<tbody>
<tr>
<td>• SLHS 881: Interprofessional Internship in AAC (International)</td>
<td>SLHS Candidates</td>
</tr>
<tr>
<td>• SLHS 899: Research and Innovation Lab</td>
<td>• SLHS 880, 713 &amp; SLHS 882, 712</td>
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<tr>
<td>• SLHS 880 &amp; 713 &amp; SLHS 882 &amp; 712</td>
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<td>All Other Candidates</td>
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<td>• SLHS 881: Interprofessional Internship in AAC (repeated twice)</td>
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*Note: AAC for ALL Scholars complete the AAC Certificate*
The AAC Child Clinic operates in the Nicholas J. Certo Speech and Language Clinic on the SF State Campus in fall and spring semesters for elementary school-age students who use AAC systems to communicate and learn. The clinic focus is to support communication, language and literacy skills in group and individual sessions. SLHS graduate clinicians collaborate with families and support students to participate in social routines; language-rich activities related to personal stories and stories of others; and sharing time.
The AAC Conversation Club operates in the Nicholas J. Certo Speech and Language Clinic on the SF State Campus in fall and spring semesters for elementary adults who use AAC systems. Started in 2005, the AAC Conversation Club provides a weekly gathering for adults to have regular conversations about the topics they choose. Graduate student clinicians in Speech, Language and Hearing Sciences learn to be effective AAC communication partners through participation with Conversation Club members.
SPED 601/701: Observation and Participation in SPED
SLHS 881: AAC Service-Learning Internship

Partnership with the Nika Project

- Enroll in SLHS 881 in Spring Semester
- Select local and international projects conducted in-person and virtually
- 4-5 meetings Spring Semester
- Option to travel with Nika Project in Summer
Nika Projects: Local and International Outreach

Team Indonesia

Team Malaysia

Team Peru

Team India

CAP Academy - Micronesian Region
Goals
AAC Community Service-Learning

- Response to unmet needs in AAC and AT both domestically and internationally
- Training and support can be done remotely or in-person
- Surveys for collecting information in local languages
- Sustainable outcomes through training educators
- Unlimited in scope - year round
## Culturally and Linguistically Responsive Training

<table>
<thead>
<tr>
<th>Possible Cultural Differences</th>
<th>Culturally and Linguistically Responsive Strategies</th>
</tr>
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<tbody>
<tr>
<td><strong>Assessment Tools</strong></td>
<td>Unaided communication behaviors may differ… (e.g. When is eye contact appropriate)? Do students initiate or wait to be greeted?</td>
</tr>
<tr>
<td><strong>Linguistic Structure</strong></td>
<td>Some students used multiple languages…</td>
</tr>
<tr>
<td><strong>Operational, Tech</strong></td>
<td>Possible confusion about the use of a high-tech tool(s)... (recreation vs communication). Cost, familiarity, maintenance and troubleshooting.</td>
</tr>
<tr>
<td><strong>Social, Functional</strong></td>
<td>Cultural differences in social communication dynamics. In some cultures ‘yes’ may not mean yes, as it may be impolite to disagree.</td>
</tr>
<tr>
<td><strong>Strategic, Attitudes</strong></td>
<td>The two countries/settings had familiarity levels with AAC, and both had limited access to equipment and resources.</td>
</tr>
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</table>
Complete Collaborative AAC Assessment in Multiple Languages

- Train teams to make good AAC decisions
- Accessible tools
  1. Communication Matrix
  2. CoughDrop
- Define areas of need/intervention
- Group management - we can share in assessment info
- Motor/visual skills - how many icons on a grid
- Language skills for AAC (categorization, word association, literacy)
Conduct Surveys for Local Languages & AAC Tool Development
PBB Scholar Reflections

“I learned quite a bit about myself and my ability to be flexible in a culture that is so different from my own.”

“I really loved what I was doing and how effective and efficient change can happen in a short amount of time!”

“"I learned that a sincere question to understand the cultural differences is an important way to build a relationship.”
SLHS 882/713: School Internship/ or SPED 730/723: Student Teaching

- A school internship or student teaching in a high need school or community agency serving children with AAC needs.

- Skills gained with focus on Dual Language Learners:
  - AAC Assessment
  - AAC Language Intervention
  - AAC Literacy Development
  - Collaboration School Team
  - Partnership with families
We collaborate with families to incorporate cultural and language backgrounds of each child.
We assist students to use a range of AAC tools

- Unaided: pointing, gestures, sign language
- Inclusion of home languages in design of AAC tools
- An aided system uses a type of device
  - No-Tech: Pointing to letters, words, or pictures on a paper or plastic board
  - High-Tech: Touching letters or pictures on a computer screen that speaks for you
We work in schools to develop AAC tools for learning
We support each child to participate with peers in inclusive classrooms.
AAC for ALL
Professional Outcomes

- Receive approximately $16,000 scholarship
- Participate in international service learning
- Participate in a community of AAC for ALL Scholars
- Receive SF State AAC Graduate Certificate
- Option for SPED Teachers to earn OI Authorization with additional courses (SPED 747, 763)
- Master AAC competencies with dual language students
- Join the AAC Professional Community upon Graduation
- Advance equity and right to communication and learning for students with diverse cultures and languages

Contact:
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Nancy Robinson, nancyr@sfsu.eu
John Kim, jkim61@sfsu.edu
AAC for ALL
How to Apply

1. Scan QR Code to Review AAC Specialization Materials in BOX

or  http://bit.ly/471IS3A

2. Download and Complete Statement of Purpose and email to John Kim at jkim61@sfsu.edu

3. You will then be contacted for an interview and complete remaining application process