



# Project AAC for A.L.L.

## (Access to Languages and Learning)

USD OE/Office of Special Education Programs, Grant#H325K210005

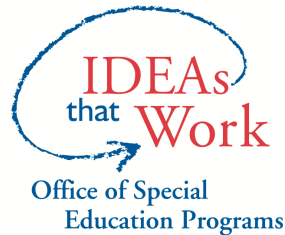
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GRADUATE COLLEGE *of*  
EDUCATION

# 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 are Dual Language Learners who may benefit from AAC?



California uses 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.

# AAC for ALL



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

# AAC for ALL Curriculum

## ALL Scholars

- **SPED 743: Augmentative and Alternative Communication (Spring)**
- **SPED 746: Teaching Students with Physical Disabilities (AAC in the Schools) (Fall)**
- **SLHS 881: Interprofessional Internship in AAC (Spring & Summer)**
- **SLHS 899: Research and Innovation Lab (Fall)**

## SLHS Scholars

- **SLHS 880 & 713: On-Campus AAC Clinic with Children or Adults (Fall or Spring)**
- **SLHS 882 & 712: School Internship with AAC Focus (Fall)**

## SPED Scholars

**SPED 601/701: Observation and Participation in SPED**  
**SPED 730 & 723 (or equivalent): Student Teaching with AAC Focus**

# AAC for ALL: \*Sample Road Map for SLHS Scholars

| Semester<br>Year           | Courses/Clinic/Internships  |
|----------------------------|---|
| Fall, Year 1               | <b>SLHS 899: Research and Innovation in AAC</b>   |
| Fall or Spring, Year 1     | <b>SLHS 880 &amp; 713: On-Campus AAC Clinic with Children or Youth</b>  |
| Spring, Year 1             | <b>SPED 743: Augmentative and Alternative Communication</b>   |
| Spring & Summer,<br>Year 1 | <b>SLHS 881: Interprofessional Internship in AAC</b>  |
| Fall, Year 2               | <b>SPED 746: Teaching Students with Physical Disabilities (AAC in the Schools)</b><br><b>SLHS 882 &amp; 712: School Internship with AAC Focus</b> |

\*Roadmaps are individualized based on advising



# AAC for ALL: \*Sample Road Map for SPED Scholars

| Semester Year           | Courses/Fieldwork/Student Teaching   |
|-------------------------|--|
| Fall, Year 1            | <b>SLHS 899: Research and Innovation Lab</b>   |
| Spring, Year 1          | <b>SPED 743: Augmentative and Alternative Communication</b><br><b>SPED 601/701: Observation and Participation in SPED</b>  |
| Spring & Summer, Year 1 | <b>SLHS 881: Interprofessional Internship in AAC</b>   |
| Fall, Year 2            | <b>SPED 746: Teaching Students with Physical Disabilities (AAC in the Schools)</b><br><b>SPED 730 &amp; 723 (or equivalent): Student Teaching with AAC Focus</b> |

\*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?

| *AAC for ALL Courses (6 units)  | AAC Certificate Courses (6 units)   |
|---|---|
| <ul style="list-style-type: none"> <li>SPED 743: Issues in AAC</li> <li>SPED 746: AAC in Schools</li> </ul>   | <ul style="list-style-type: none"> <li>SPED 743: Issues in AAC</li> <li>SPED 746: AAC in Schools</li> </ul>   |
| AAC for ALL Internships (12 units minimum)  | AAC Certificate Internships (6 units minimum)   |
| <p><u>All Scholars</u></p> <ul style="list-style-type: none"> <li>SLHS 881: Interprofessional Internship in AAC (International)</li> <li>SLHS 899: Research and Innovation Lab</li> </ul> <p><u>SLHS Scholars</u></p> <ul style="list-style-type: none"> <li>SLHS 880 &amp; 713 &amp; SLHS 882 &amp; 712</li> </ul> <p><u>SPED Scholars</u></p> <ul style="list-style-type: none"> <li>SPED 601/701 &amp; SPED 821 OR SPED 730 &amp; 723</li> </ul> | <p><u>SLHS Candidates</u></p> <ul style="list-style-type: none"> <li>SLHS 880, 713 &amp; SLHS 882, 712</li> </ul> <p><u>SPED Candidates</u></p> <ul style="list-style-type: none"> <li>SPED 601/701 &amp; SPED 821 OR SPED 730 &amp; 723</li> </ul> <p><u>All Other Candidates</u></p> <ul style="list-style-type: none"> <li>SLHS 881: Interprofessional Internship in AAC (repeated twice)</li> </ul> |

\*Note: AAC for ALL Scholars complete the AAC Certificate

# SLHS 880/713: Clinical Practice: AAC Child Clinic

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.



# SLHS 880/713: Clinical Practice On-Campus:

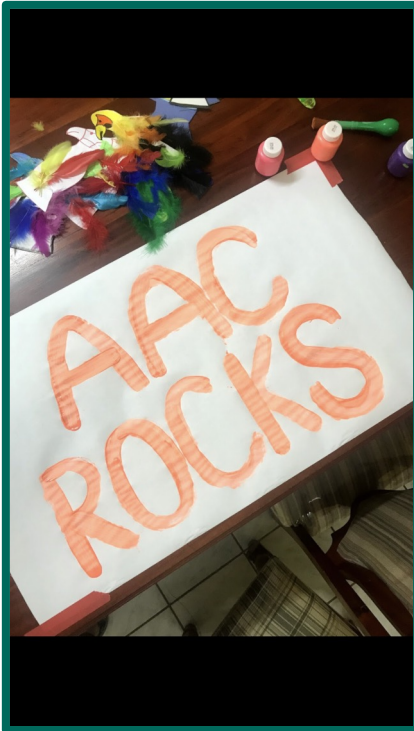
## AAC Conversation Club



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

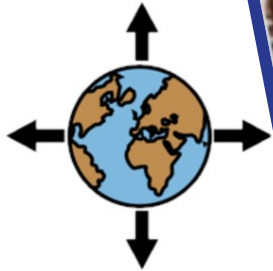
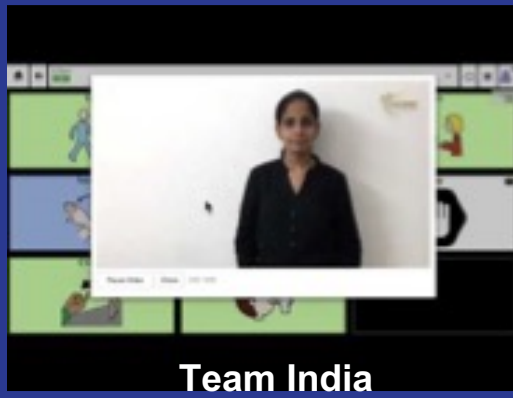
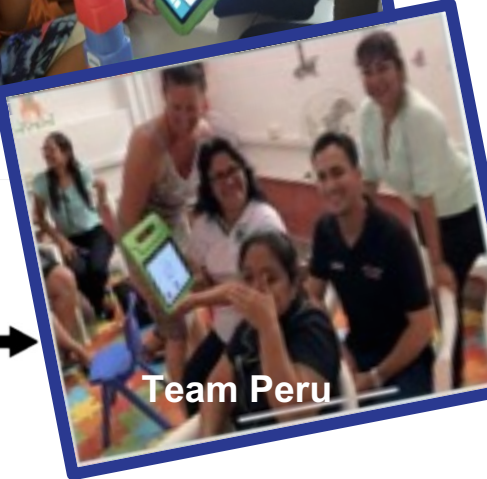
Partnership with the  
Nika Project



- 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



# 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

|                      | Possible Cultural Differences   | Culturally and Linguistically Responsive Strategies  |
|----------------------|---|--|
| Assessment Tools     | Unaided communication behaviors may differ... (e.g. When is eye contact appropriate)? Do students initiate or wait to be greeted?             | Gain information about social-cultural differences and what's important in communication. Ask open-ended questions. Utilize strength focused assessment tools. |
| Linguistic Structure | Some students used multiple languages...  | Affirm parents of the importance of the 'home' language and dual language intervention.  |
| Operational, Tech    | Possible confusion about the use of a high-tech tool(s)... (recreation vs communication). Cost, familiarity, maintenance and troubleshooting. | Developing a simple low-tech tool that is accessible and easy to understand.   |
| Social, Functional   | Cultural differences in social communication dynamics. In some cultures 'yes' may not mean yes, as it may be impolite to disagree.            | It's important to ask about cultural norms with social skills and how to communicate. Observe, listen and take time to build relationships.                    |
| Strategic, Attitudes | The two countries/settings had familiarity levels with AAC, and both had limited access to equipment and resources.                           | Determine sources of funding for AAC and the educational laws. Provide trainings to parents, educators and share free resources.                               |

# Complete Collaborative AAC Assessment in Multiple Languages



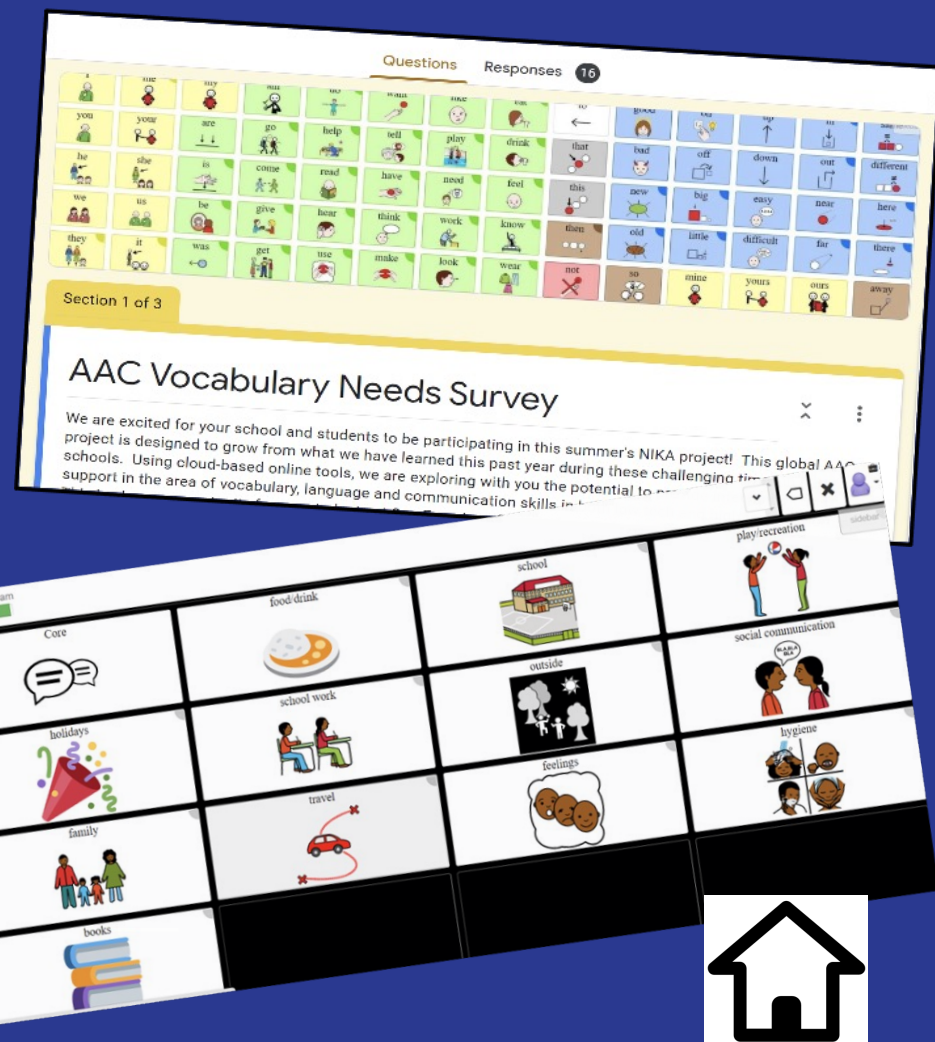
- Train teams to make good AAC decisions
- Accessible tools
  1. [Communication Matrix](#)
  2. [CoughDrop](#)
- Define areas of need/intervention
- Group management - we can share in assessment info
- Motor/visual skills - how many icons on a grid
- Language skills for AAC (categorization, word association, literacy)



# Conduct Surveys for Local Languages & AAC Tool Development



<https://aao.mercycorndrop.com/cadre/holidays#>



# 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 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

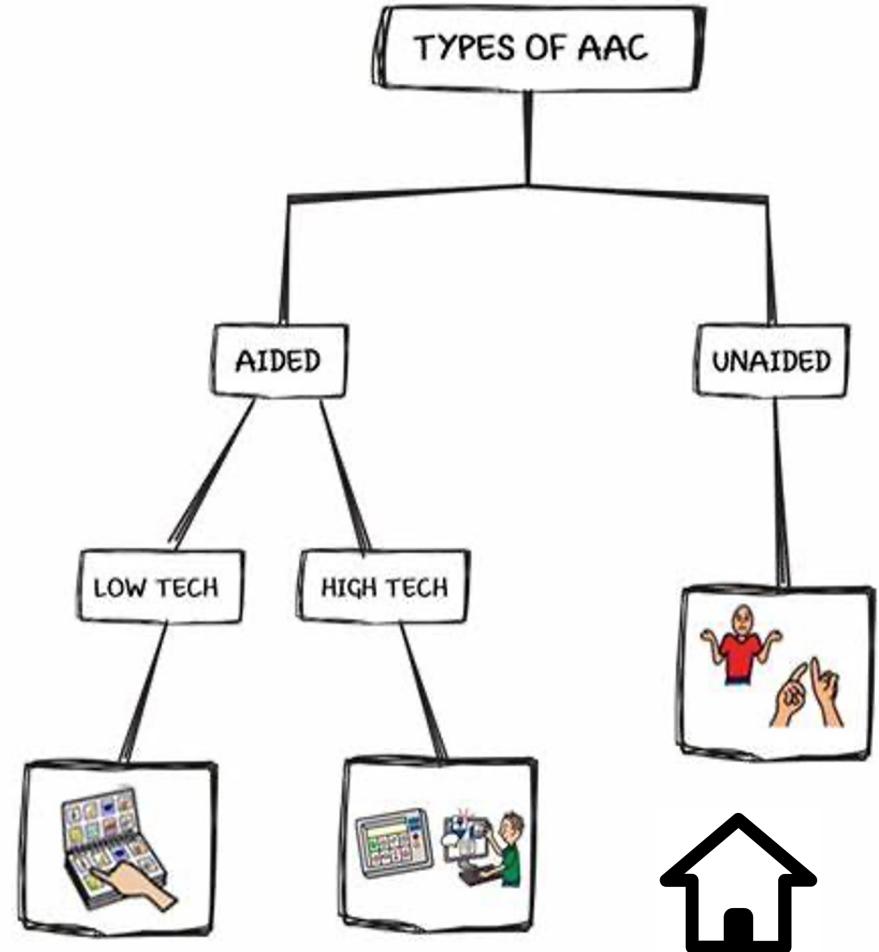


We collaborate with families to incorporate cultural and language backgrounds of each child



## 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



A teacher with brown hair tied back, wearing a green shirt, is assisting two young students. One student, a girl with brown hair in pigtails wearing a white shirt, is seated in a wheelchair and pointing at a worksheet. The other student, a girl with black hair wearing a white shirt, is standing and also pointing at the worksheet. The worksheet features a grid with numbers 1 through 12. The teacher is pointing to the grid. The student in the wheelchair is also pointing to the grid. The student standing is holding a calculator. The background shows a classroom setting with colorful mats and educational materials.



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

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# 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](mailto:jkim61@sfsu.edu)

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

