



Project AAC for A.L.L.

(Access to Languages and Learning)

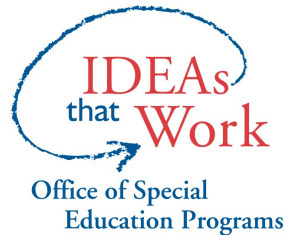
USDOE/Office of Special Education Programs, Grant#H325K210005

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GRADUATE COLLEGE *of*
EDUCATION

AAC for ALL: FAQs

What is the Goal?

What is Impact on my Road Map?

What is the Nika Project and Service Learning?

What are Stipend Requirements?

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-responsive AAC practices create disparities for including DLL students.

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 2021-20216, 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**
- **SPED 746: Teaching Students with Physical Disabilities (AAC in the Schools)**
- **SLHS 881: AAC Community Service-Learning**

SLHS Scholars

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

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 Year	Courses/Clinic/Internships
Fall or Spring, Year 1	SLHS 880 & 713: On-Campus AAC Clinic with Children or Youth
Spring, Year 1	SPED 743: Augmentative and Alternative Communication SLHS 881: AAC Community Service-Learning (option to continue into Summer)
Fall, Year 2	SPED 746: Teaching Students with Physical Disabilities (AAC in the Schools) SLHS 882 & 712: School Internship with AAC Focus

*Roadmaps are individualized based on advising



AAC for ALL: *Sample Road Map for SPED Scholars

Semester Year	Courses/Fieldwork/Student Teaching
Spring, Year 1	SPED 743: Augmentative and Alternative Communication SPED 601/701: Observation and Participation in SPED SLHS 881: AAC Community Service-Learning (option to continue into Summer)
Fall, Year 2	SPED 746: Teaching Students with Physical Disabilities (AAC in the Schools) SPED 730 & 723 (or equivalent): Student Teaching with AAC Focus

*Roadmaps are individualized based on advising with your Program Faculty



SLHS 880/713: Clinical Practice On-Campus:

AAC Child Clinic, Storytellers' Club

The AAC Storytellers' Club operates in fall and spring semesters for elementary school-age children who use AAC systems to communicate and learn. SLHS graduate student clinicians and undergraduate clinic aides support children in both group and individual sessions to build their communication skills using AAC tools. Children participate in social routines; language-rich activities related to personal stories and stories of others; and sharing time.



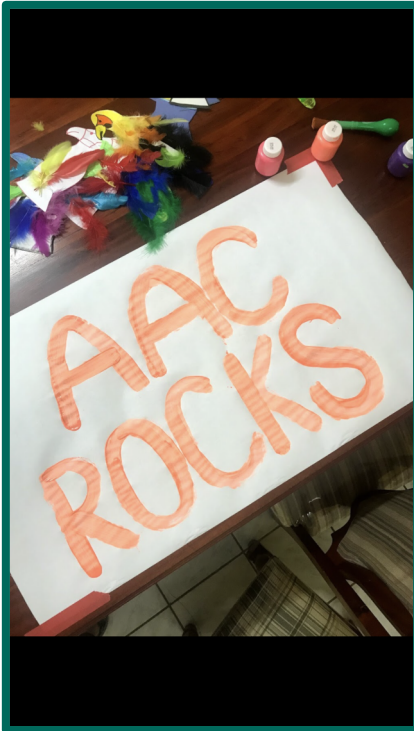
SLHS 880/713: Clinical Practice On-Campus: AAC Conversation Club



Started in 2005, the AAC Conversation Club provides a weekly gathering for adults who AAC systems to have regular conversations about the topics they want to talk about. Students 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

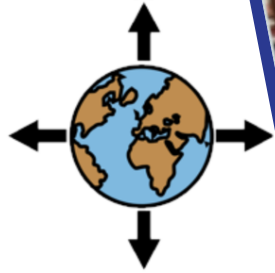
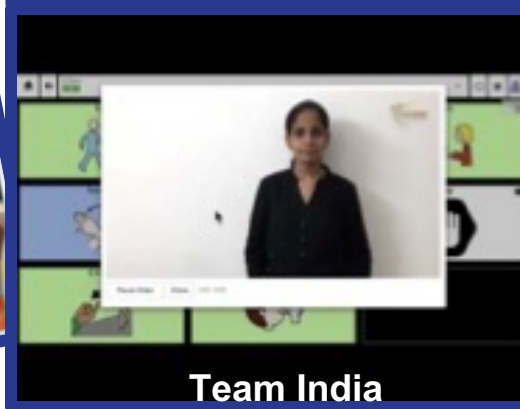
Partnership with the
Nika Project



- 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 Peru

Team Indonesia

Team Malaysia

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

	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



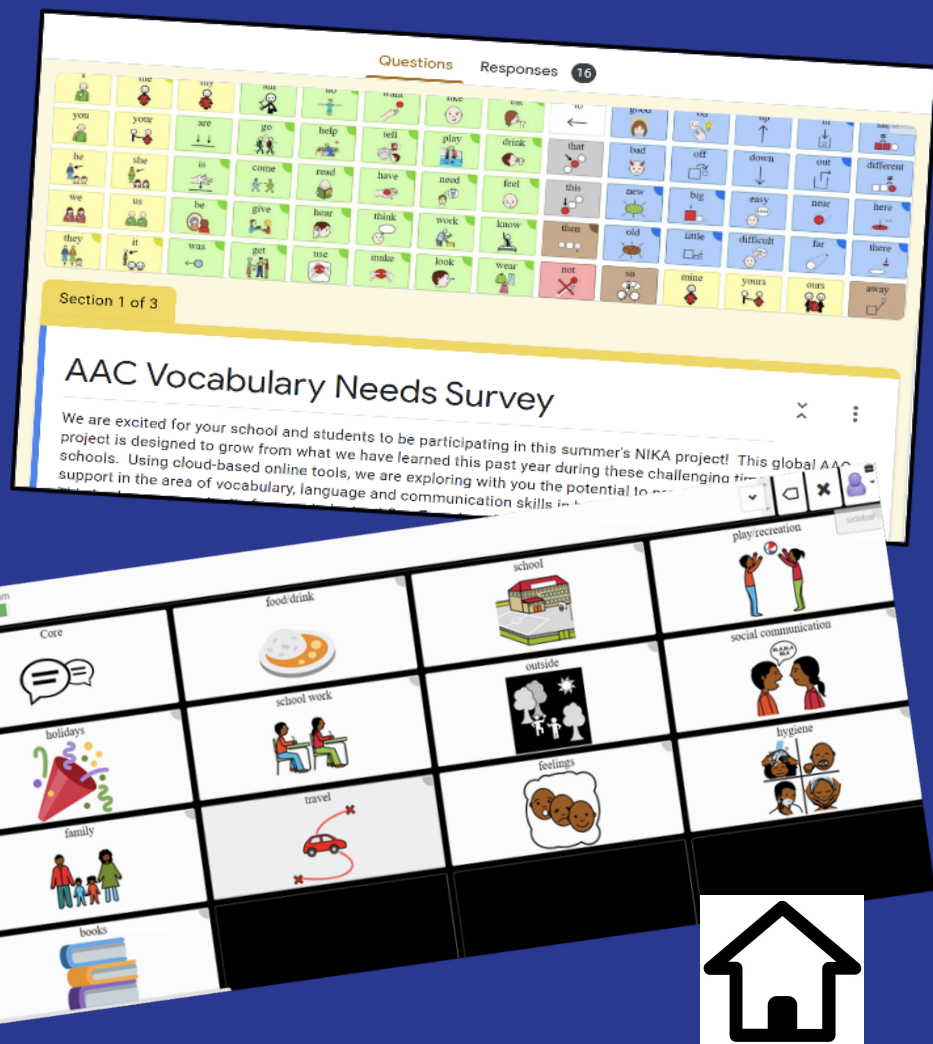
- Train teams to make good AAC decisions
- Accessible tools
 1. [Communication Matrix](#)
 2. [CoughDrop](#)
- Define areas of need/intervention
- Group management - we can share in assessment info
- Motor/visual skills - how many icons on a grid
- Language skills for AAC (categorization, word association,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



Conduct Surveys for Local Languages & AAC Tool Development



<https://aac.mvco.ashdfo.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.”

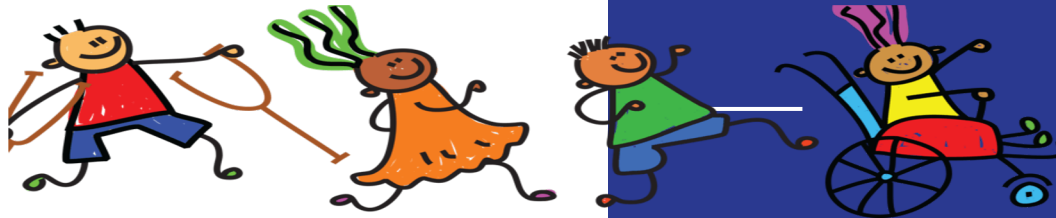
“I really loved what I was doing and how effective and efficient change can happen in a short amount of time!”

“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



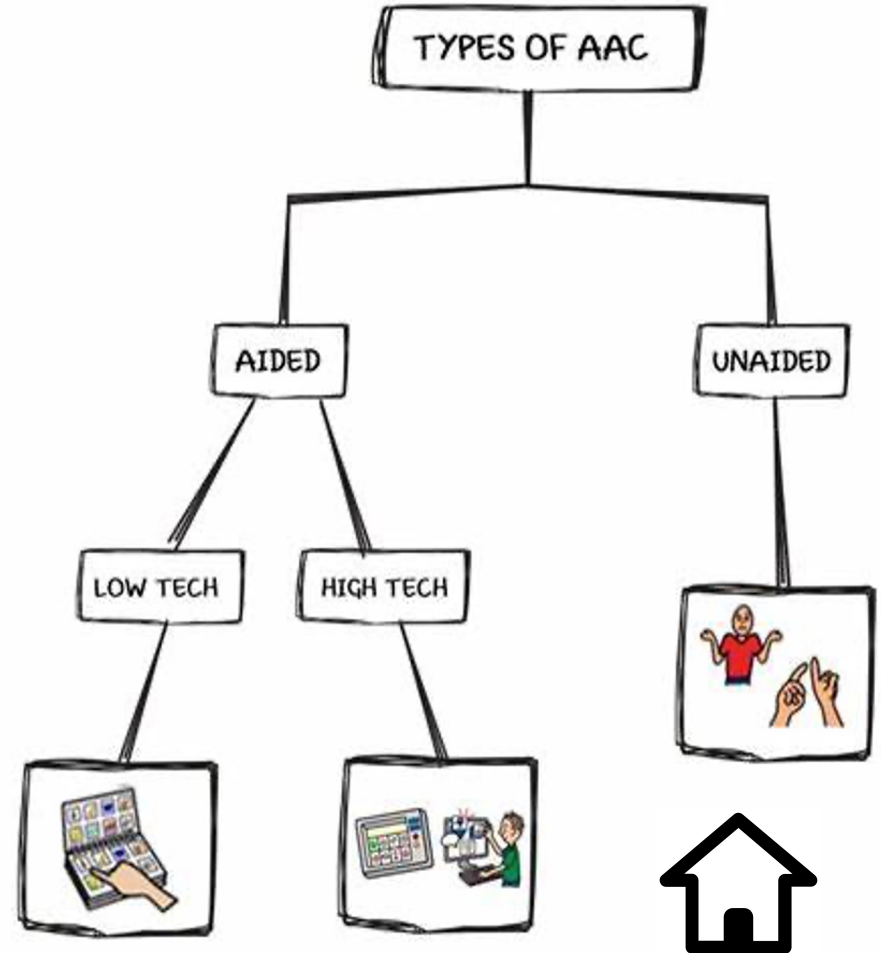
We collaborate with families to incorporate cultural and language backgrounds of each child



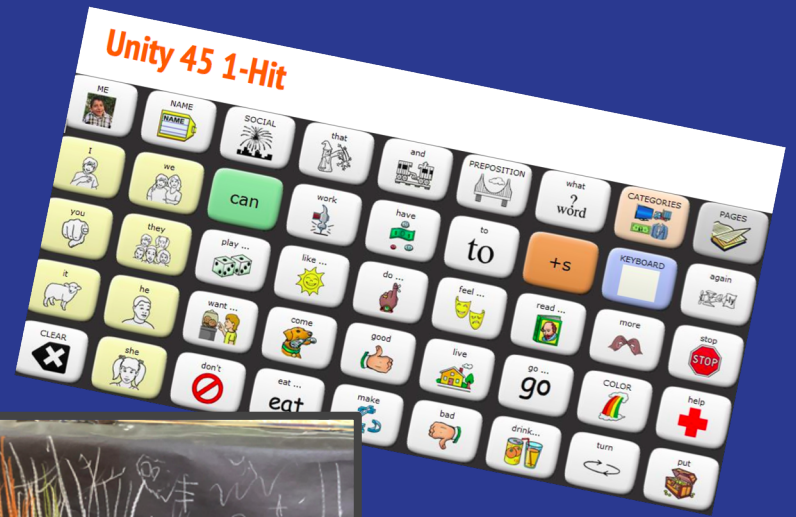
<p>I feel good/Estoy bien</p>	<p>I feel bad/No estoy bien</p>	<p>I want/Quiero</p>	<p>All done/Todo listo</p>
<p>Hello/Hola</p>	<p>How are you/Cómo estás</p>	<p>Play iPad/Jugar iPad</p>	<p>To Read/Leer</p>
<p>What's your name/Cómo te llamas</p>	<p>Goodbye/Adiós</p>	<p>Listen to music/Escuchar música</p>	<p>Relax/Take a break/Relojarse</p>

We assist students to use a range of AAC tools

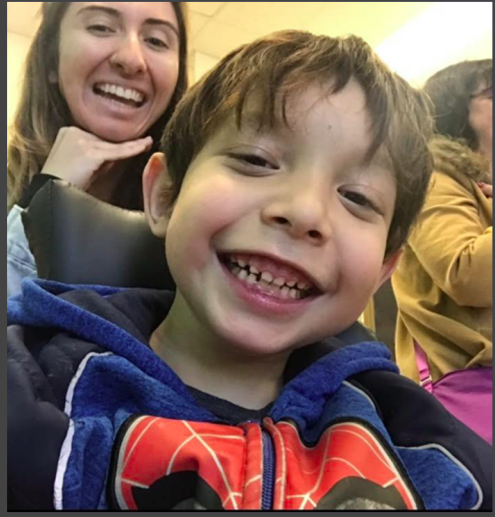
- Unaided: pointing, gestures, sign language
- Inclusion of home languages in design of AAC tools
- An aided system uses a type of device
 - No-Tech: Pointing to letters, words, or pictures on a paper or plastic board
 - High-Tech: Touching letters or pictures on a computer screen that speaks for you



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 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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John Kim, jkim61@sfsu.edu



AAC for ALL

How to Apply



- ✓ Download Application Forms in BOX at:
<https://sfsu.box.com/s/6af3r5ux1782vv65wwmusvjy5iojxtha>
- ✓ Complete Statement of Purpose, Video Release, and Service Obligation Document
- ✓ Submit Application Forms by November 15, 2021 to
- ✓ Nancy Robinson (nancyr@sfsu.edu)
- ✓ Complete Interview
- ✓ Notification of Acceptance by December 1, 2021

