Learning Objectives:

I. Discuss 3 strategies for collaborating with individuals and their families of non-Euro-American backgrounds when selecting, designing, and implementing an AAC system.

II. Identify 2 low-tech and 2 high-tech AAC systems available for individuals whose primary language is not English.

III. Identify 3 resources available to assist with home programming for AAC implementation.

I. Background:
   a. Definitions
      i. bilingualism: ______________________________________________________
      ii. simultaneous bilingual:____________________________________________
      iii. sequential-successive bilingual:____________________________________
      iv. high-context vs. low-context cultures:______________________________
      v. cultural awareness and cultural responsivity:_________________________
   b. Influence of Cultural Values
   c. Implications for AAC Service Delivery
   d. Cultural Barriers to AAC

Questions:____________________________________________________________________________
_____________________________________________________________________________________
Notes:________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

II. Assessment
   a. Formal Assessment Measures
      i. PLS-5 Spanish
      ii. MacArthur CDI
      iii. Communication Matrix in Spanish (free)
      iv. Social Networks Inventory (free by contacting Sarah Blackstone): https://communicationmatrix.org/Community/Posts/Content/8669
   b. Informal Assessment Measures
      i. Home Communication Inventories
      ii. Standardized Assessment adaptions
   c. Questions to ask during the assessment process (Soto, 2012; Kemp & Parette, 2000)

Questions:____________________________________________________________________________
_____________________________________________________________________________________
Notes:________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

III. Vocabulary Selection
   a. Incorporate child’s home language
   b. Types of words to include
      i. In both languages if using English and home language
c. Intervention considerations
   i. Importance of cultural influence

Questions:____________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
Notes:________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

IV. High-Tech AAC Options
   a. Prentke Romich Company
   b. Saltillo
   c. AssistiveWare
   d. Avaz
   e. Tobii Dynavox
   f. How to adapt high tech AAC

Questions:____________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
Notes:________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

V. Low-Tech AAC Options
   a. Design to allow communication opportunities within familiar routines
   b. Consider access needs and training necessary for success
   c. Core boards in home language: resources

Questions:____________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
Notes:________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

VI. Home Programming
   a. Incorporate communication situations identified by family
   b. Use family routines as a basis for home programming
   c. Model home program and coach family to ensure understanding and success

Questions:____________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
Notes:________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

VII. Case Studies
References:


Harrison-Harris, O. (2002). AAC, Literacy, and Bilingualism, The ASHA Leader, November 2002, 7, 4-17. doi: 10.1044/leader.FTR2.07202002.4


Contact Us:
Kristen Monroe, M.S., CCC-SLP
kristen.monroe@vcuhealth.org

Meghan L. Reitz, M.Ed., CCC-SLP
meghan.reitz@vcuhealth.org

Barbara Lent, M.Ed., CCC-SLP
barbara.lent@vcuhealth.org

http://www.chrichmond.org/Services/Assistive-Technology.htm