

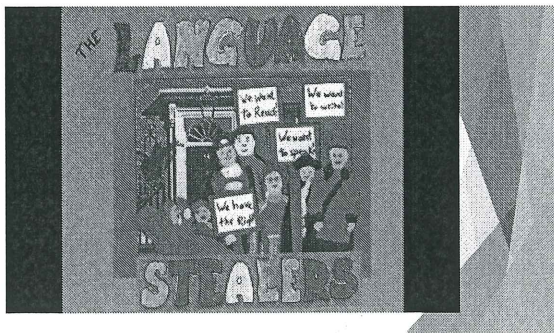
USING CORE VOCABULARY WITH AAC

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OBJECTIVES:

- ▶ Learn the difference between core and fringe vocabulary
- ▶ Learn a variety of strategies to facilitate use of core vocabulary with AAC
- ▶ Become familiar with activities/ideas to help you start implementing use of core vocabulary with AAC using varied language intent/function and varied levels of technology



WHAT IS CORE VOCABULARY?



- ▶ A small set of simple words, in any language, that are frequently used across contexts (Cross, Baker, Klotz & Badman, 1997).
- ▶ Core words account for approximately 80% of words spoken. The remaining 20% are made of "fringe" or extended vocabulary.

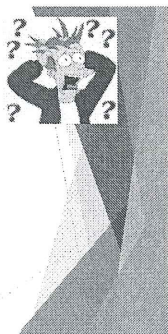
CHARACTERISTIC	CORE VOCABULARY	FRINGE VOCABULARY
Applicability across topics	Small number of words	Very large number of words
Frequency of use	High frequency	Low frequency
Applicability across environments	Applicable to all environments	Applicable to limited environments
Applicability across topics	Applicable to all topics	Applicable to limited topics
Types of words	Includes a variety of parts of speech	Includes mostly prepositional and other means
Usefulness in a single message	Approximately 80% of the words in a sample of 100 used words will be core, but many of the core words will be used repeatedly, so the number of different words is small	Approximately 20% of the words in a sample of 100 used words will be fringe. The number of different words will be large, so fringe words are repeated with much lower frequency than core words

WHY CORE VOCABULARY?



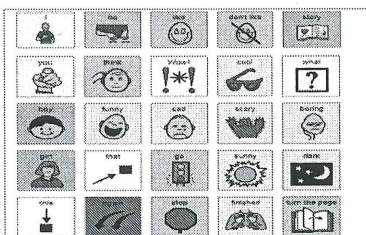
- ▶ Prior research (Boenisch 2003) suggested many students who are provided with AAC seldom use it (ex. 4% of opportunities with communication boards; 8% with communication devices). It was theorized that the reason for this may be the available vocabulary. Data & analysis of vocabulary during research indicated that the 100-300 most frequently used words differentiated little between children with & without disabilities. Much of this core vocabulary was made up of functional words (ex. pronouns; conjunctions; auxiliary verbs; adverbs).
- ▶ Providing this core vocabulary on AAC systems may increase utilization.

WHAT DOES ALL THIS MEAN TO US? HOW CAN WE MAKE AAC EASIER TO IMPLEMENT IN THE CLASSROOM?



- By using core vocabulary
- Using core vocabulary as a basis for AAC intervention may facilitate the ability to communicate a variety of messages across contexts because they are words used frequently in conversation.
- Using core vocabulary...
 1. leaves more time for actual intervention & instruction versus vocabulary creation (ex. make 1 board for all stories versus 1 board for each individual story)
 2. creates an environment for easier implementation as you can insert yourself into the students' activity/interest versus requiring the student to comply with your "planned" activity (ex. eliciting "go," "stop," "fast," "slow" for a preschool student who likes to push/play with toy cars during recess versus trying to elicit fringe vocabulary on a specific overlay developed for a "planned" activity)
 3. provides increased opportunity for AAC users to respond - encourage teachers/assistants to re-think how they word questions so that responses are core vocabulary versus specific fringe vocabulary (ex. instead of "who was the main character of the story?" ask "was the main character of the story a boy or a girl?")

SAMPLE CORE VOCABULARY COMMUNICATION BOARD FOR STORIES/READING COMPREHENSION:

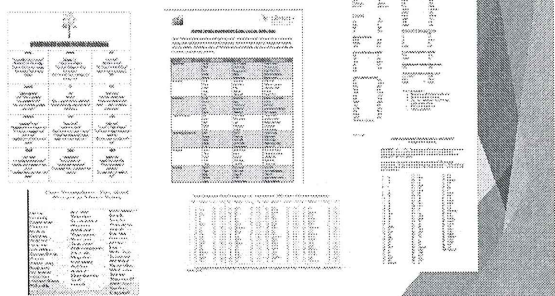


WHAT WORDS SHOULD I START WITH?



- There are many core word lists available that can help you construct your own core word list because there is a huge overlap. A high percentage of the words on one list can often be found on other lists. Early sight words are largely made up of core words (ex. Dolch Word List). Sample core word lists include the following:
 - a) Banajee list of 26 toddler core words
 - b) Marvin list of 333 alphabetized preschool core words
 - c) Hill list of the top 100 core words used by fluent augmented communicators

EXAMPLES OF CORE WORD LISTS:



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POSSIBLE WORD TARGET STRATEGIES:



- » Word Specific:
 - * Pick 1-5 core words to target over a week or two/12 per month
 - * Pick 1-2 words to target during an entire day
 - * Make them visible (ex. place core words on the wall as reminders; make a core word key chain; use a pen light to highlight target words; etc.)
 - * Teach fringe words as well but try to keep a 4:1 ratio of core word to fringe word teaching
 - * Keep a core word communication board with you at all times so you can model and teach vocabulary

» Observation/Activity Specific:

Observation/Activity: _____
Core Words to Target: _____

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HOW DO I INCLUDE AAC IN THE IEP?



» GOALS: Address language skills/natural language development (ex. Brown's Stages of Language Development) that are meaningful/functional to the individual student for both educational & communication needs.

Sample Goal: Using a total communication approach during a variety of school activities (ex. cooking; literacy; art; music; snack time; etc.), _____ will use single words (ex. go; stop; help; get; turn; etc.) to direct another person's actions with less than or equal to 1 prompt on 4 out of 5 opportunities over 3 consecutive days.

Sample Goal: Using a total communication approach during literacy activities, _____ will comment on a story combining two words (ex. he riding; dog sleeps; drink water; etc.) on 4 out of 5 opportunities over 3 consecutive sessions.

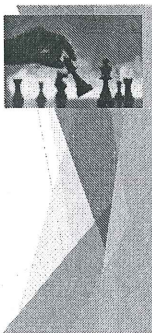
» SPECIALLY DESIGNED INSTRUCTION: Instruction in the use of AAC system.

» SUPPLEMENTARY AID: The AAC system used (ex. picture boards; static VOCA; etc.).

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HELPFUL STRATEGIES:

- ▶ Aided language stimulation = Model/point out symbols on the communication display as you interact and verbally communicate with the student (ex. same concept as modeling signs while you speak to a child learning to use sign language). Go at an "observable" pace and make sure the student is attending. If the child is using single word responses, model two word responses.
- ▶ Conversational Recasting = Repeat an error-utterance back to the student with error corrected. Model/demonstrate error correction on the communication display.
- ▶ Fading Prompts = Provide "wait time" of up to 20-30 seconds, prompting only when required to aim for independence. Use "least to most" prompt hierarchy to decrease prompt dependence (Independent -> verbal prompts/"which case?" -> picture prompts -> gestural prompts/pointing -> modeling/demonstrating -> partial physical prompts/light touch/tap -> full physical prompts/hand over hand).
- ▶ Color Coding = Color coding can help visually organize vocabulary (ex. Fitzgerald).
- ▶ Observing = Observe what the student is doing and/or trying to communicate. Create a list of core words based on observations.
- ▶ Arranging environment = Arrange the environment to create communication opportunities such as missing supplies, locked cabinets, items in view but out of reach, etc.
- ▶ All day exposure = Provide repeated practice in multiple opportunities to respond throughout the day across activities, people, and environments using varied language intent/function.



Communication II
 near: there, just, even, still, they

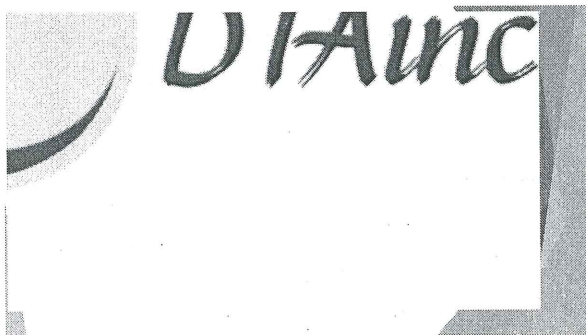
- Why
- 2000-2005
- Research evidence
- Supports and needs
- Changing expectations
- Making connections
- What works best

Functions/Purposes of Communication

Input	Output
Request	Request
Response	Response
Attention	Attention
Compliance	Compliance
Protest	Protest
Play	Play
Imitation	Imitation
Recall	Recall
Attention	Attention
Compliance	Compliance
Protest	Protest
Play	Play
Imitation	Imitation
Recall	Recall

Aided Language Stimulation
 Teach AAC by speaking AAC

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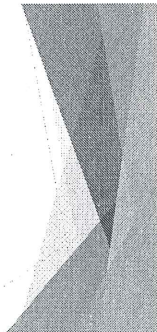
Using Core Vocabulary
in Activity-Based Instruction

Making a Smoothie

INTERESTING THOUGHT...

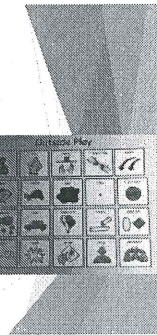


► The average 18 month old child has been exposed to 4,380 hours of oral language at a rate of 8 hours/day from birth. A child who has a communication system & receives speech/language therapy two times per week for 20-30 minute sessions will reach this same amount of language exposure in 84 years. -- Jane Korsten



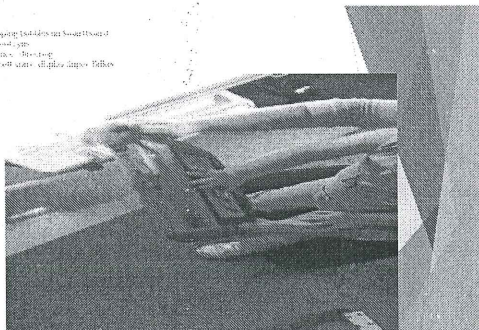
PRESCHOOL...

Activity - outside play and running play
Vocabulary - walking, pig, hooter, egg, bubbles, again, show, pillow, egg, ice, go, little, balloon, again
Language intent - walking, running, counting, answering "no" questions, directing, requesting
Intelligence - low, high, picture, object



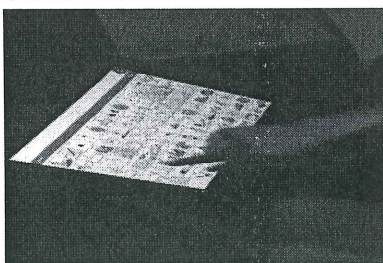
PRESCHOOL...

Activity - Sorting and pairing buttons in Small World
Strategy - using different size
Language used - names of items - Sorting
Intercepts - light table & felt mats - all play items - Pinks



PRESCHOOL...

Activity - Letter play
Strategy - using felt mats to help with letter
Language used - recognizing, identifying, making letters - sounding out letters
Intercepts - high tech dynamic display device in 2007 words (in 1990 communication application)



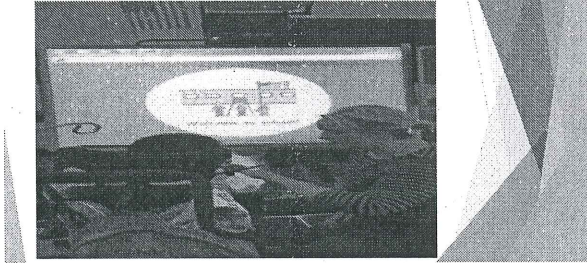
PRESCHOOL...

Activity - word
Strategy - using
Language used - beginning sounds
Technology - low tech picture paired with high tech display



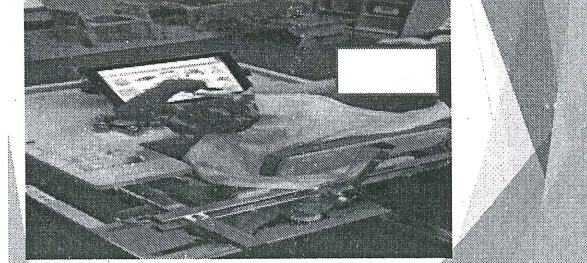
PRESCHOOL...

Activity - modeling graphing
Materials - construction paper
Language arts - coloring
Technology - light touch screen



PRESCHOOL...

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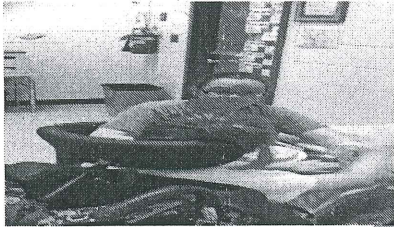
ELEMENTARY...

Activity - modeling graphing
Materials - construction paper
Language arts - coloring
Technology - light touch screen



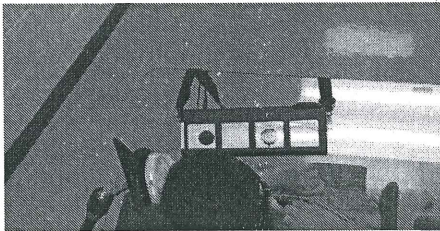
ELEMENTARY...

Activity - Fun
Technology - use of
Language Interact - directing
Technology - use tech picture painted with a light tech static wire output device and use of a PowerLite



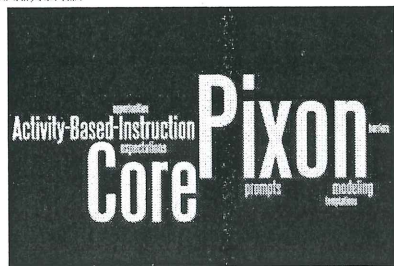
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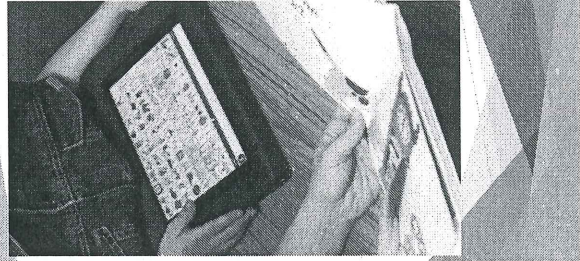
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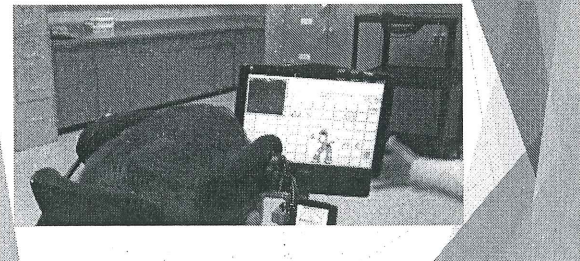
ELEMENTARY...

Activity - drawing
Materials - an index card
Language level - beginning to intermediate
Technology - high tech display device (PDA) used for the Communication Appraisal



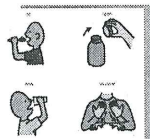
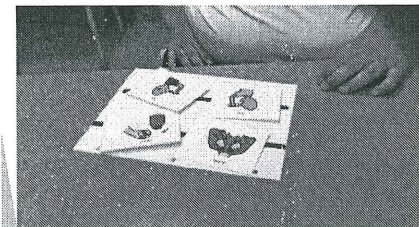
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Materials - an index card
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MIDDLE SCHOOL...

Activity - drawing
Materials - an index card
Language level - beginning to intermediate
Technology - low tech pictures



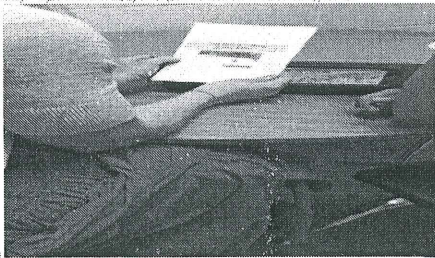
MIDDLE SCHOOL...

Activity - creating a storyboard
Assessment - 1. can explain what, why, and how
Language Inference - analyzing "old" and "new" communities
Technology - high tech (the iPad)



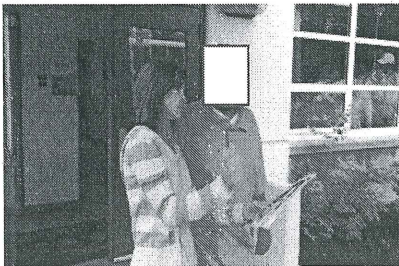
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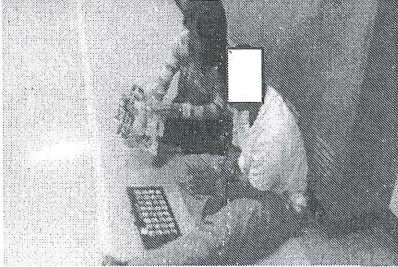
MIDDLE SCHOOL...

Activity - creating a storyboard
Assessment - 1. can explain what, why, and how
Language Inference - analyzing "old" and "new" communities
Technology - high tech (the iPad)



MIDDLE SCHOOL...

Activity = used by through a machine
technology = the way of doing things
technology = the way of doing things
technology = the way of doing things



MIDDLE SCHOOL...

activity = the way of doing things
technology = what you use when you are working, going with
technology = the way of doing things
technology = the way of doing things (could be IT with word power communication applications)



HIGH SCHOOL...

activity = using
technology = the way of doing things
technology = the way of doing things
technology = the way of doing things

