

Building Communication with CORE Vocabulary

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What is CORE Vocabulary?



- The CORE vocabulary consists of the most frequent words of a language and is common to all native speakers of a language.
- Naturally occurring language begins with simple words that have multiple meanings.
- Words that you don't "see" in the environment



PROS

- Generic and understandable based on the context of the situation.
- Knowledge of system not required in communication partner
- Doesn't break or hurt others
- Can be used by multiple users
- System does not totally change when vocabulary increases
- Easily moves from Location to Location



Cons

- Have to point to words instead of activating device
- Can't be specific without pointing
- Communication partner must be near the student
- Difficult for students with limited upper body mobility
- Difficult to talk about out of context events/items
- Boards can be visually overwhelming as they get larger
- Can get stuck in repetitive phrases.
- When just starting, requires the communication partner to do some pre-thinking.



Other Popular Strategies

Low Tech Strategies:

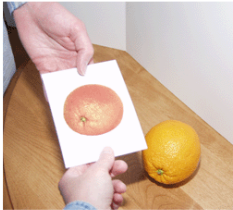
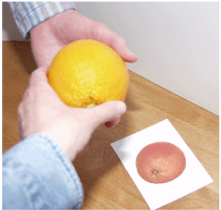
- Activity Boards
- Picture Exchange
- Picture Notebook



Activity Boards

 <p>bubbles</p>	 <p>open</p>	 <p>pop it</p>	 <p>Uh oh!</p>
 <p>blow</p>	 <p>more</p>	 <p>catch it</p>	 <p>all gone</p>

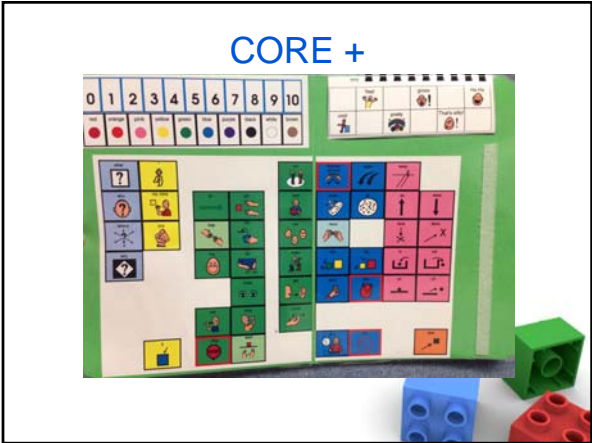
Picture/Object Exchange


 <p>Request an item</p>	 <p>Receive the item</p>
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Picture Exchange Notebook

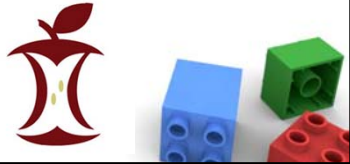






- Picture Dictionary
 - Core/Exchange Book
 - Topic Boards
- 
- A photograph of three interlocking plastic blocks: one blue, one green, and one red.

What We Have Learned!









Integrating CORE
ALL LEVELS



- Emerging Communicators
 - Beginning Communicators
 - Intermediate Communicators
 - Limited Verbal Communicators
 - Students working on Syntax
 - Students with significant articulation challenges
 - Emerging Readers
- 







Emerging Communicators


Gestures, facial expressions, no formal system

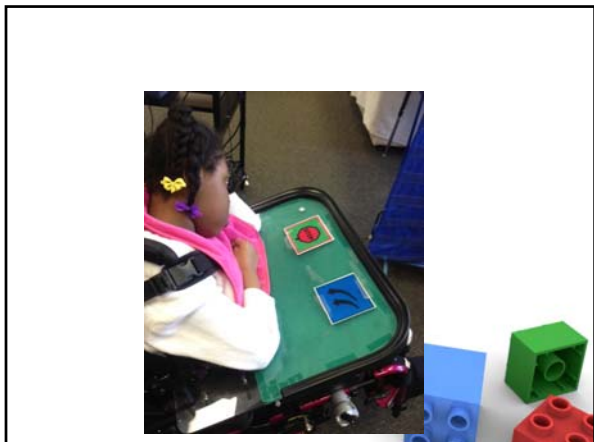


CORE - "On"

On Communication Device with Beginning Communicators


		
		
		
		






Beginning Communicators
have a basic system for requesting, but not functional communicators

Intermediate Communicators
able to use more symbols, more functions of communication, independent desire to communicate




Limited Verbal Communicators
echolalic, may be off topic, may be unintelligible

Verbal Communicators
Students who struggle with expressive language difficulties may need to use pictures to help them visualize and access these words more frequently when they communicate




Modeling (Aided Language Input)

- Researched Based
- Fastest way to learn the student's communication system
- Valuable for the learner
- Everyone can do it!
- It can be done anywhere
- It is contagious – for other to use it with your students



Aided Language Input




CORE - ALI

Why Model????

84 years

... amount of time it would take a child who has a communication system receiving speech /language therapy 2 times/week for 20-30 minute sessions to reach the same amount of language exposure the typically developing 18 month old child has been exposed to over 4380 hours of oral language at a rate of 8 hours/day from birth.

Jane Korsten
<http://otto.buffalo.edu/registered/ATBasics/populations/aac/consider.php>





Integrating CORE

FLEXIBILITY AND ADAPTABILITY







Integrating CORE

INTELLIGIBILITY







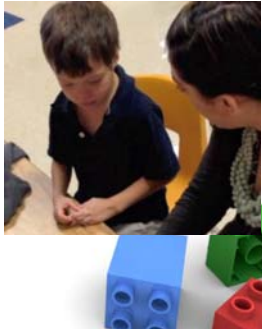
Students with Significant Articulation Difficulties

- Best articulation “bang for your buck”
- All students in the school are using CORE vocabulary
- Improve intelligibility by improving most used words in our language

Articulation and Intelligibility

hands 	down 
head 	up 
move 	mouth 





CORE - Artic



Integrating CORE
ENVIRONMENT



Classroom Poster



Big Board



CORE - Big Board



Centers or Independent Work

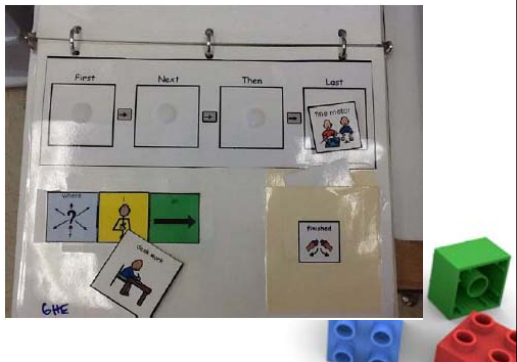


Calendar



CORE - Calendar

Schedules



Mini-Schedules

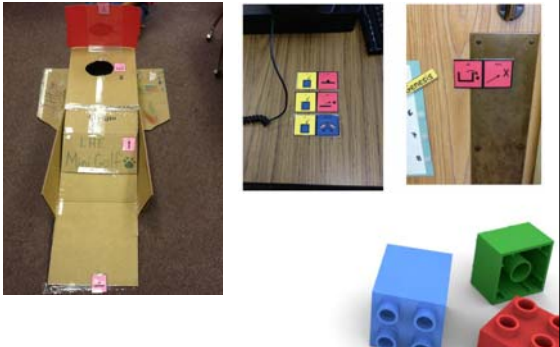


Word of the Week

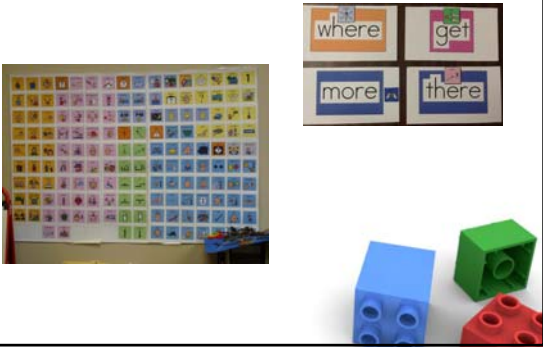


CORE - Label the Room

CORE the Room



Word Wall





Integrating CORE LESSONS



Giving Directions






CORE – Directions

Science Time



CORE – Science Time

Cooking


CORE – Cooking

Books



**Thinking about CORE
Throughout the DAY**

- Math
- Reading
- Transitions
- etc






Integrating CORE
OTHER DISCIPLINES





Other Disciplines

- MT
- OT
- PT
- IHPT



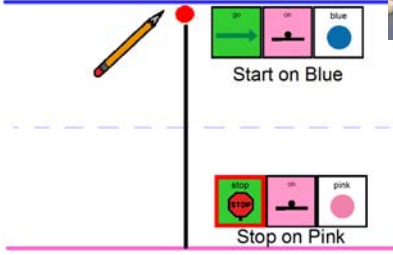


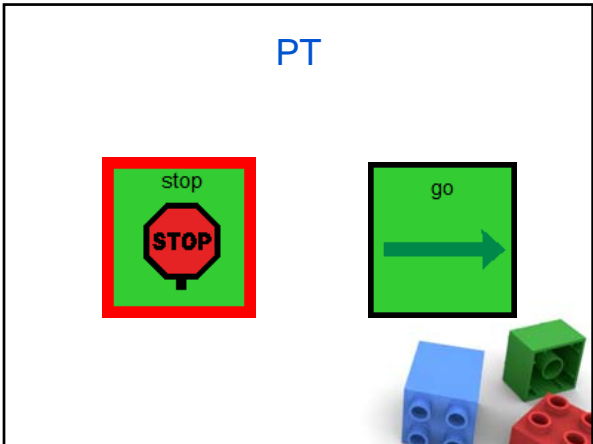
Music Therapist

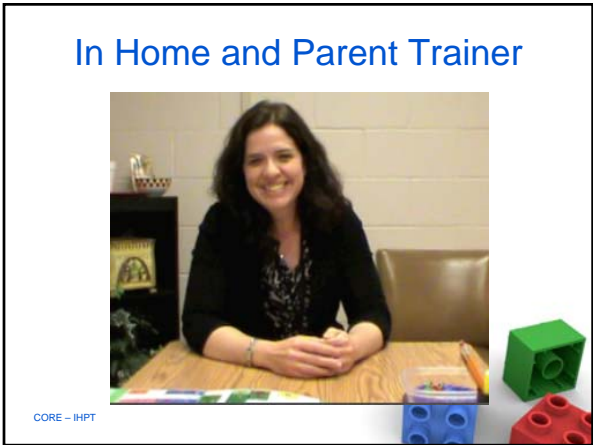


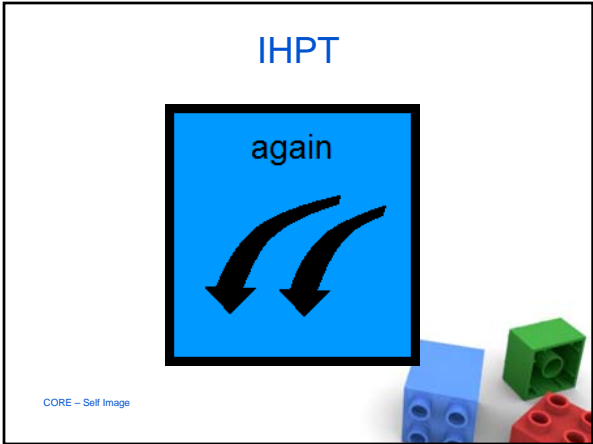
OT

Tall Line Down












Integrating CORE
GOALS

Language

Semantics/Syntax


- Within 36 instructional weeks, with visual and verbal prompts, Student will demonstrate understanding of simple location terms IN, OUT, ON, OFF, AWAY in the context of functional routines or social activities with 70% accuracy as measured by data and observation
- LABEL ACTIONS included in CORE vocabulary to describe pictures and events
- produce 2-3 word phrases including pronouns and verbs included in core vocabulary to describe pictures or events using words and/or picture symbols



Language

Pragmatics

- improve her ability to understand and use language in the classroom in 80% of opportunities as evidenced by data collection
- use a core board to comment about activities and routines using 3+ word phrases
- ask a follow-up question such as, "What about you?" to appropriately maintain conversation with a familiar listener



Articulation/Intelligibility

- Within 36 instructional weeks, with visual, tactile and verbal prompts during structured activities, Student will produce a functional set of VC and VCV words with 70% accuracy as measured by data and observation
- demonstrate increased intelligibility of speech in functional phrases including personal information and CORE vocabulary



Concepts and Actions

- Big/Little
- In/out
- On/Off
- Stop/Go

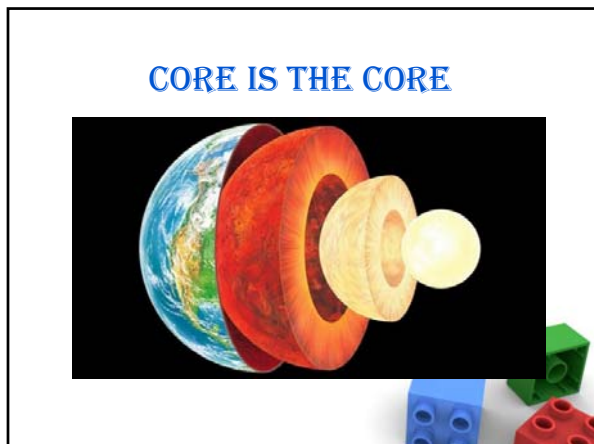


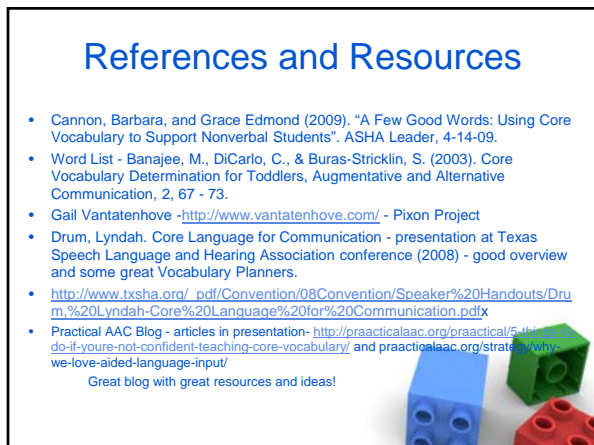
5 Things to Do If You're Not Confident Teaching Core

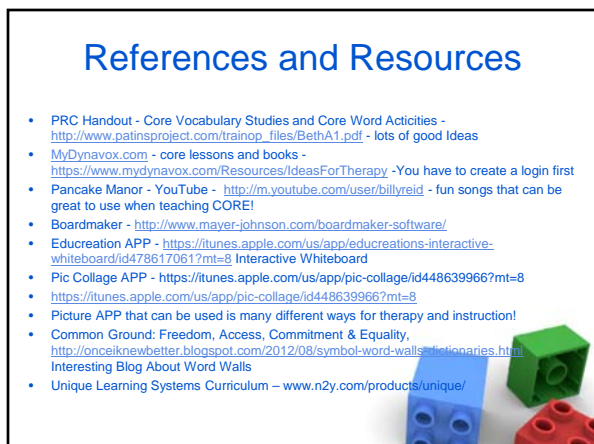
1. Breathe and forgive yourself.
2. Get your own copy of the student's AAC board.
3. Give it a try.
4. Pick one core word for explicit teaching.
5. Spread the Word.

From Practical AAC blog









MAKE

CORE Supplement March 2015



Make up a lesson with these ideas in mind:

1. Make a craft.
2. Make food.
3. Make up with a friend after an argument.
4. Make someone happy, sad, angry, etc through your actions and/or words.
5. Make up work you missed.
6. Make your bed.
7. Make a call.
8. Make friends.
9. Make a choice.
10. Make rules.
11. Make a plan.
12. Make a schedule for the day or for an activity.
13. Make up (write) a story.
14. Make believe during play.
15. Make music.
16. Make a wish.
17. Make a movie.
18. Give something or someone a makeover.
19. Make money.
20. Make a mess.
21. Make a mistake.

Apps:

- There are apps for making every kind of food you can imagine, including cookies, hot dogs, burritos, pizza, popcorn, cotton candy, Chinese food...
- I also found some apps by *Sergey Burlakov* that give lessons on making paper airplanes, origami, cartoons, and many more.
- There are all sorts of free apps for making photo collages. I like Pic Collage, but there are tons of others if you search "collage," or "photo collage" in the app store. There are also some scrapbooking apps that would serve the same purpose.
- Make a story using photos and videos of your students doing daily activities or fun group activities. I like, *Making Sequences* and *Kid in Story*. *StoryMaker* looks fun but I haven't explored it much. Any suggestions?
- Make a slideshow with photos and videos with *Educreations* or *Explain Everything*.
- Make a graphic organizer using an app called, *Popplet Lite*. Use it to tell about students, places, rules for the classroom...

Books:

Today I Feel Silly, and Other Moods that Make My Day by Jamie Lee Curtis

Germes Make Me Sick, by Melvin Berger

Pigs Make Me Sneeze, by Mo Willems

The Little Red Hen Makes a Pizza, by Philomen Sturges

It's Okay to Make Mistakes, by Todd Parr

Scaredy Squirrel Makes a Friend, by Melanie Watt

Can You Make a Scary Face?, by Jan Thomas

Daddy Makes the Best Spaghetti, by Anna Grossnickle Hines

Henry Helps Make Cookies, by Beth Bracken

or **ANY book about **MAKING** something!

Activities:

1. Make faces (and take lots of pictures to make a book or album to look at later).
2. Make any craft, food, drink, etc.
3. Make St. Patrick's Day or Spring activities.
4. Make videos on how to do things (wash your hands, line up, etc).
5. Make photo albums about things in different categories.
6. Make sensory bottles, sand balloons, or any other type of sensory item that can be part of a sensory box for the classroom.
7. Talk about "making friends." Try some of the great ideas we heard about on our most recent staff development day!
8. "Make a plan" for difficult or challenging situations as a social skills lesson, or just practice sequencing skills by creating directions for a functional task. Make sure to use lots of visuals.
9. Make music. Gather or make instruments and make a lot of noise!
10. If you have a mix of higher and lower level students in a group, have the more advanced students interpret and use idioms including the word, make: "make a difference," "make money," "make a move," "make up your mind," etc.

References and Resources

Cannon, Barbara, and Grace Edmond (2009). "A Few Good Words: Using Core Vocabulary to Support Nonverbal Students". ASHA Leader, 4-14-09.

Word List - Banajee, M., DiCarlo, C., & Buras-Stricklin, S. (2003). Core Vocabulary Determination for Toddlers, Augmentative and Alternative Communication, 2, 67 - 73.

Gail Vantatenhove -<http://www.vantatenhove.com/> - Pixon Project

Drum, Lyndah. Core Language for Communication - presentation at Texas Speech Language and Hearing Association conference (2008) - good overview and some great Vocabulary Planners.

http://www.txsha.org/_pdf/Convention/08Convention/Speaker%20Handouts/Drum,%20Lyndah-Core%20Language%20for%20Communication.pdf

Practical AAC Blog - articles in presentation- <http://praacticalaac.org/practical/5-things-to-do-if-youre-not-confident-teaching-core-vocabulary/> and praacticalaac.org/strategy/why-we-love-aided-language-input/
Great blog with great resources and ideas!

PRC Handout - Core Vocabulary Studies and Core Word Activities - http://www.patinsproject.com/trainop_files/BethA1.pdf - lots of good Ideas

MyDynavox.com - core lessons and books - <https://www.mydynavox.com/Resources/IdeasForTherapy> - You have to create a login first

Pancake Manor - YouTube - <http://m.youtube.com/user/billyreid> - fun songs that can be great to use when teaching CORE!

Boardmaker - <http://www.mayer-johnson.com/boardmaker-software/>

Educreation APP - <https://itunes.apple.com/us/app/educreations-interactive-whiteboard/id478617061?mt=8>
Interactive Whiteboard

Pic Collage APP - <https://itunes.apple.com/us/app/pic-collage/id448639966?mt=8>
<https://itunes.apple.com/us/app/pic-collage/id448639966?mt=8>
Picture APP that can be used in many different ways for therapy and instruction!

Common Ground: Freedom, Access, Commitment & Equality, <http://onceiknewbetter.blogspot.com/2012/08/symbol-word-walls-dictionaries.html>

Interesting Blog About Word Walls