



Implementation of Core Vocabulary

with Beth Ahmad, M.A., CCC-SLP
and Kimberly Lobosky, M.S., CCC-SLP

Your presenters today...



Beth Ahmad, M.A.,
CCC-SLP is an ASHA
certified speech-
language pathologist
and Regional Consultant
for the Prentke Romich
Co. (PRC).

Speaker Disclosure:

- Financial—salaried employee and employee-owner of PRC
- Nonfinancial—member of the ASHA Special Interest Group 12 AAC.



Kimberly Lobosky, M.S.,
CCC-SLP is an ASHA
certified speech-
language pathologist
and Avon Community
School's Transition
Coordinator.

Speaker Disclosure:

- Financial— independent contracted presenter for PCG

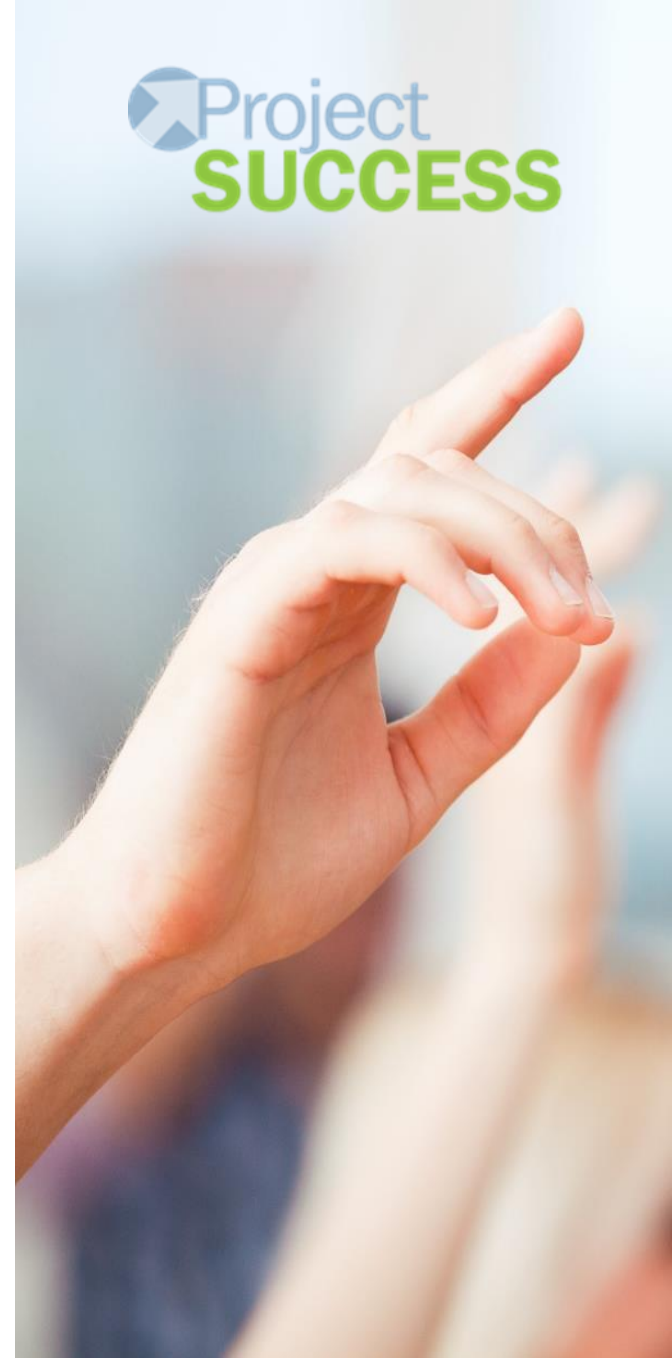
Agenda

- Define: Core vs. Fringe Vocabulary
- Overview of Language Development
- Importance of Aided Language Input (Modeling)
- Hands-On Practice
- Classroom Implementation
 - Working core words into your schedule
 - Getting the team on board
- Available Resources

Learning Objectives

Participants will be able to...

- Define core vocabulary
- Explain why teaching single words is important
- Demonstrate aided language input (modeling)
- Describe how to implement core vocabulary within a school schedule
- List 3 ways of getting your team on board with core vocabulary





“AAC is **not a pill** that is taken; it is **not an app** that is downloaded, **not a device** that has been delivered. It is a practice and a process.”

~Dave Moffatt, President and CEO of the Prentke Romich Co.

“Similar to how **we must first learn to read before we can read to learn**, we must also **first learn to communicate before we can communicate to learn.**”

~Gail VanTatenhove, Speech-Language Pathologist (www.vantatenhove.com)

CORE vocabulary

- Small set of 400-500 words
- Makes up 80% of what we say, write, hear, or read throughout our lifetime
- Includes pronouns, verbs, adjectives, adverbs, question words, interjections, demonstratives, prepositions, etc.
- Not very good picture producers
- Required to communicate effectively (getting beyond requesting)
- Allows us to grow/build language skills naturally (one word → two words)



FRINGE vocabulary

- Large set of thousands of words (probably hundreds of thousands)
- Makes up 20% of what we say, write, hear, or read
- Changes throughout your lifetime depending on your interests, career, etc.
- Mostly nouns and content-specific vocabulary
- More specific than core vocabulary makes them easy to depict
- Difficult to grow/build language (one word → two word)



Language Functions & Early Generative Language Production

Top Words Used by Toddlers

a	it	some	These words make up 96.3% of the total utterances by toddlers, ages 24-36 months.
all done/finished	mine	that	
go	more	the	
help	my	want	
here	no	what	
I	off	yes/yeah	
in	on	you	
is	out		

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



CLINICAL APPLICATION: by Gail VanTatenhove, Speech-Language Pathologist and AAC Specialist (www.vantatenhove.com)

First 8 Words:

all done	more
help	stop
want	that
mine	what

First 15 Words:

all done	I	stop
away	it	that
go	like	want
help	mine	what
here	more	you

First 30 Words:

again	get	it	off	that
all done	go	like	on	there
away	help	little	out	up
big	here	mine	put	want
do	I	more	some	what
down	in	my	stop	you

First 50 Words:

again	drink	in	now	tell
all	eat	it	off	that
all done	feel	like	on	there
away	get	little	out	turn
bad	go	make	play	up
big	good	me	put	want
come	happy	mine	read	what
do	help	more	sad	where
don't	here	my	some	who
down	I	not	stop	why
				you



I CAN communicate. Here's how to help me!

Please keep this card attached to my AAC system!

⊘ DON'T do this...

DON'T expect me to know how to communicate without first **SHOWING ME HOW**.

DON'T talk so much that you forget to let me talk.

DON'T prompt me every second. I need time.

DON'T teach me **ONLY** to request or communicate wants & needs. I have lots of other things to say.

DON'T take away my device if it is not operating or if I have my voice.

DON'T put words on my system that I won't use again.

DON'T always stop me from "babbling" or exploring my device by pushing buttons. I need time to learn.

DON'T move my symbols. I need them to stay in the same spot so I can develop a motor plan.

DON'T leave my system in my desk, cubby, or backpack.

DON'T expect me to talk in sentences right away. No one else does when they learn to talk!



Do this...

MODEL, MODEL, MODEL for me.
Show me what to do before asking me to do it.

✓ **PRESUME MY COMPETENCE. I can do it!**

✓ **WAIT** 10-20 seconds before re-prompting me. *Count in your head!*

✓ **FOLLOW** a prompt hierarchy, only going as far as I need.

(Here's one from Environmental Communication Teaching -Dr. George Karlan.)

1. Pause. Focus your attention on me. Pause.

2. Ask me an open-ended question. Pause.

3. Give me a partial prompt. Pause.

4. Request my response. Pause.

5. Give me a full model. Pause.

Let me know what you heard and then model what I can add.

✓ **TEACH** me to direct action, comment, reject & more.
Besides wants & needs, I need to share my thoughts, worries, fears, and joys. I need to make friends and to become literate.

✓ **GIVE** me **CORE WORDS** including verbs, describing words, and function words...**NOT JUST NOUNS!**

✓ **COLOR CODE** parts of speech for me.

✓ **MAKE SURE** I have access to my words at **ALL TIMES**.

✓ **PROVIDE** aided language input. **USE SYMBOLS** when talking to me!

How do you model?

This 4x6 index card template was created by Lauren Enders, MA, CCC-SLP with content by Lauren Enders, Pat Mervine, Melissa Skocypiec, & Cathie VanAlstine.

Use the back of this card for important information about the way I communicate, my preferences, and my dislikes. The idea for the card was suggested by Maureen Welch of www.reallifecolorado.com.



First 50 Words:

again	drink	in	now	tell
all	eat	it	off	that
all done	feel	like	on	there
away	get	little	out	turn
bad	go	make	play	up
big	good	me	put	want
come	happy	mine	read	what
do	help	more	sad	where
don't	here	my	some	who
down	I	not	stop	why
				you

Put	In	Here	Go
Down	Get	Again	You

GROUP ACTIVITY

Big Box of Language

- Moon sand
- Party favor shooters
- Hand-held light up spinners
- Shaving cream
- Ipad
- Bead necklaces
- Pull-back racers
- Emergency vehicles with sound/lights
- Balloons
- Air pump
- Glitter wand
- Massager
- Play doh
- Frisbee
- Slingshots
- Hand-held bubble gun
- Battery operated bubble machine
- Fiber optic lamp
- Keyboard with sounds
- Blow up toys
- Bath squirters
- Disco light
- Hand grabber
- Light up boomerang
- Slinky
- Minions "fart" maker

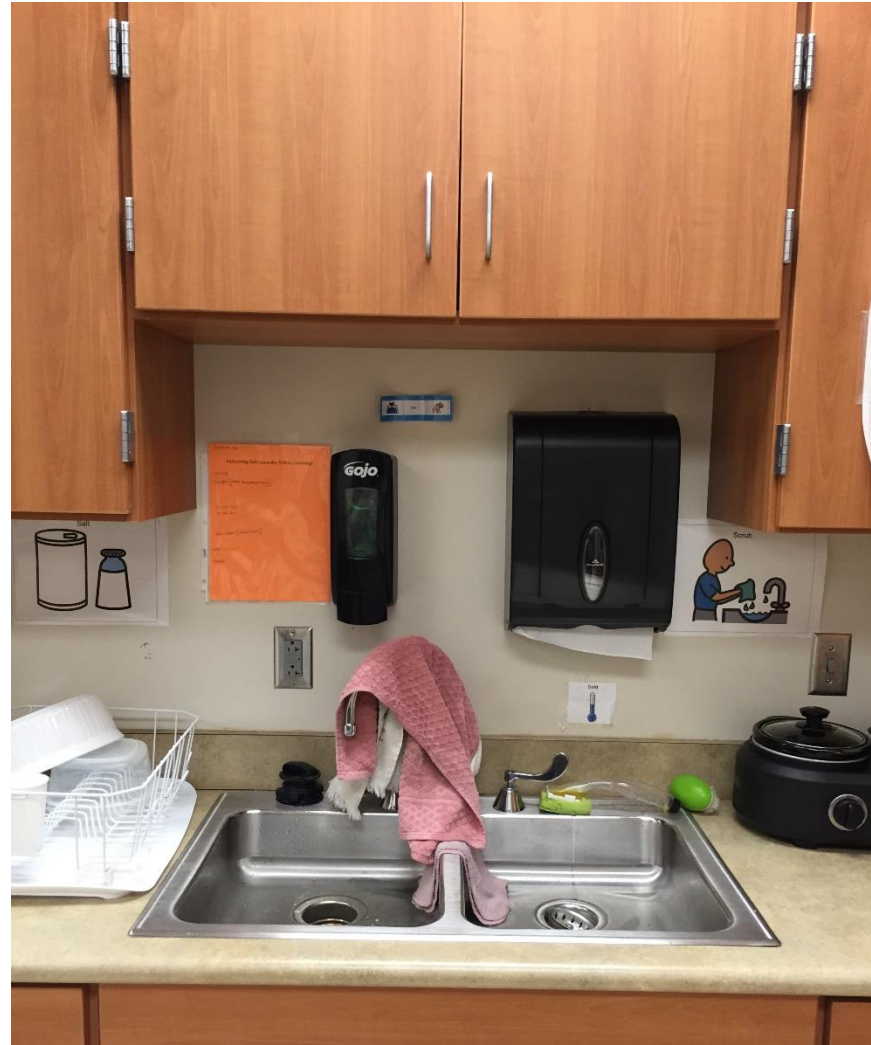
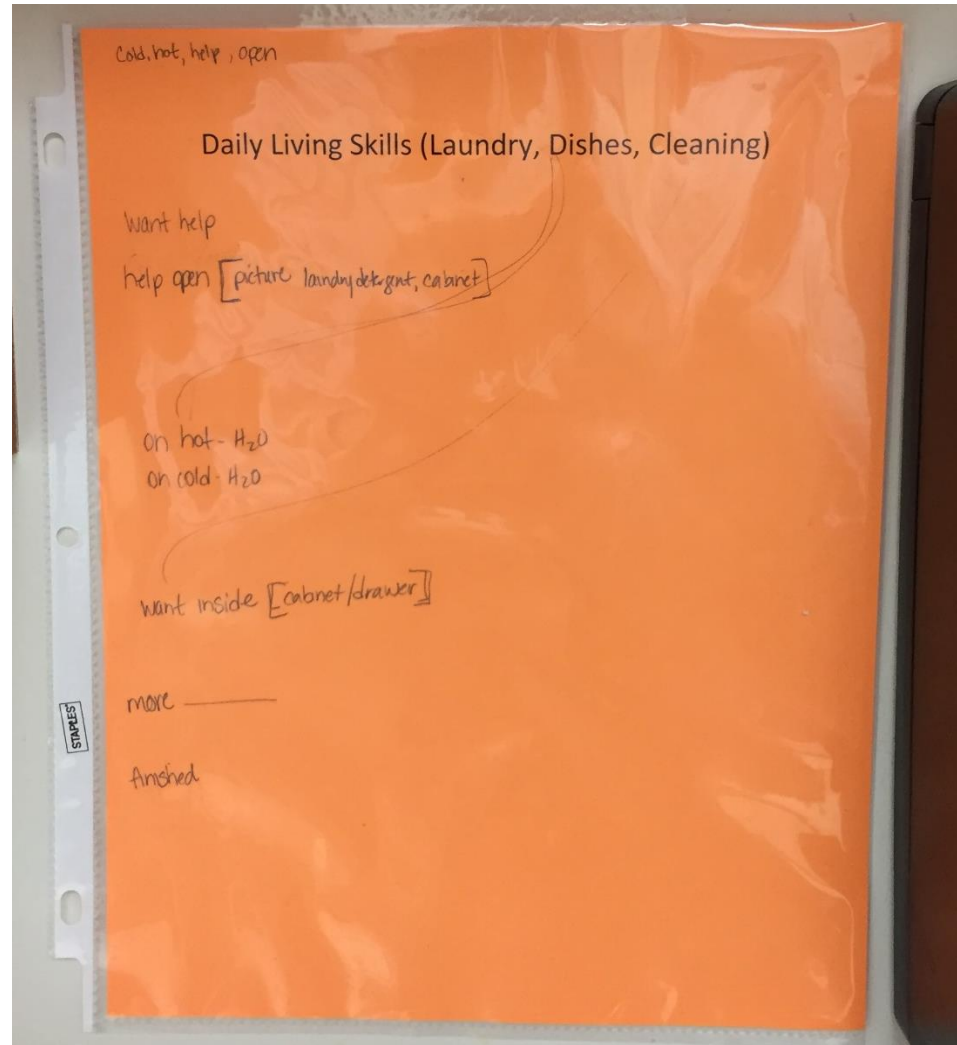




Direct Teaching of Communication

- Structured play during leisure time
- Core Vocabulary as a part of Language Arts
- Incorporate Core Vocab as one of your stations with differentiated levels
- Rely on Reinforcement Inventories and student interests
- Incorporate within Job Skills
- Peer interaction during General Education Classes
- Take advantage of peers- volunteers, study hall students, EH, class for-credit
- Have student model for new learners

Schedule Activity



Manipulate Your Environment

- Lock the bathroom or cabinet doors
- Place materials out of reach
- Present supplies or food items in small increments
- Put snack in storage containers
- Pause when reading books
- Leave out or present wrong ingredients or supplies for an activity
- Take turns choosing songs or You Tube videos for leisure activities
- Leave lights off when returning to room
- Use wait time when leaving the room or starting an activity
- Present a book upside down
- Wait outside the door when going places

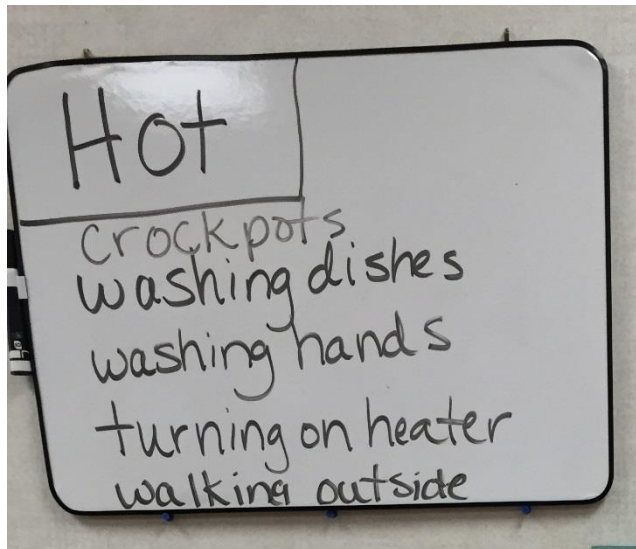


Buy-In of Teachers, Therapists, and Classroom Instructional Aides

- Core Vocabulary as an expectation:
- Core Vocabulary is given a slot in the daily schedule
- Training of staff (after school, PLC, professional development days)
- Therapists can co-treat to include communication and gross/fine motor skills
- Therapists using push-in instead of pull-out model in order to learn from each other and to demonstrate techniques for staff
- Set aside collaboration time with therapists and teacher
- Be receptive to feedback from instructional aides

Suggestions for making core vocab an expectation:

- Core Vocab word that students are working on is posted in the room
- This can be done in poster format or simply written on a designated space on the white board
- It is an interactive place in which others are encouraged to generate ideas



Core Vocab Quick Reference by Kimberly Lobosky, MS, CCC-SLP and Kim Waldo, MA, CCC-SLP

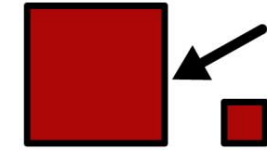
1. Go - swing, car, bubbles, slingshots, scooters, balloons, balls, poppers, race
2. Stop - swing, wrong ingredients when cooking, singing non-preferred song, annoying behavior, running, jumping, dancing, playing non-preferred music
3. Turn - pinwheels, top, book page, my turn/game, on/off switch, upside down book, wind-up toy, screwdriver
4. Want - any request
5. More - add to any request
6. Help - containers, lids, zipping, shoe tying, object out of reach, packages, puzzles, toy assembly
7. Eat - snack/meal time requests - use with want
8. Drink - snack/meal time requests - use with want
9. Play - music, cause and effect toy, computer, board game, physical game, tv/video
10. Get - something out of reach/sight, tag/chase, location (get in, get down, get up)
11. Put - clothes, objects in containers, stickers, stamps, clean up, bingo chips, objects in line, cooking
12. Up - balloons, bubbles, ball, remote control helicopter, bleachers/steps, gross motor activities (e.g. jumping, yoga), slide ladder, vacuum "up"
13. Down - bleachers/steps, ducking under obstacles, dropping a ball, objects falling off table, bubbles, feathers/leaves, marble track, car racer downhill, slide
14. On - lights, fan, any battery operated toy, jacket, costume, shoes/socks, building blocks, music, swing
15. Off - lights, fan, any battery operated toy, jacket, costume, shoes/socks, building blocks, music, knocking things off table, removing pics from schedule
16. In - ingredients for cooking, basketball, sorting, clean up, locker/cubby, going inside building/classroom, tent/tunnel

Word A Week

Big



Phrases



Activities

Core Vocabulary

Make Data Tracking Friendly

- Develop consistent data forms
- Make data for each student accessible according to the activity
- Including communication data daily assists with carryover
- Rotate staff to ensure everyone is included, knowledgeable, accountable
- Track different activities throughout the day



Individual Student by Target Vocab

Go	+	+	+	-	-	+	+	-	+	-	60%
Help	-	-	+	+	+	-	+	-	+	-	50%
Need	+	+	+	+	+	-	+	+	-	+	80%

Groups By Target Word

Lori	+++ - + - + + + + - +	75%
Ben	---- + + + ---	30%
Crystal		
Brad		

- Use clipboards for mobility
- Copy grids on large labels or sticky notes to maximize space and organization
- Use the white board in large groups
- Check out ipad apps, such as Day-to-Data

Sample Data Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Stephanie	Dee	Ty	Abi	Ali	Taylor
Candace	Taylor	Dee	Ty	Abi	Ali
Kimberly		Taylor Ali		Ty Dee	
Ed	Gabe	Gabe	Gabe	Gabe	Gabe

Differentiated levels for Calendar and Weather:

Pics Books: KP, AW, JC, KD

Fill-in-the-blank Sheets: NW, FS

Device prompt sheets with peers: AS, CE

Switch for transition: AA

Core Vocab on Device: GF

1. AA use switch is used to “Start your Calendar Work”
2. Students complete their individual calendar and weather with peer/instructional aides.
3. AA use switch is used for “Do your Jobs.”
4. Students draw a ticket to see what they will help with today.
5. AA use switch is used to indicate “Go to Board”.
6. GF tells students when it is their time to go to the board with core vocab “Go”.
7. Teacher calls on a student to verbalize the answer to the question.

8. Student at the board records the answer on the Smart Board.
9. GF indicates the student may sit back down with “finished” and allows the next student to “Go”.
10. Repeat the process until all answers for calendar are recorded on board.
11. AA use switch indicates “Look at Weather”.
12. Weather report is played.
13. AA use switch indicates “Write Weather”.
14. GF tells students when it is their time to go to the board with core vocab “Go”.
15. Student at the board records the answer on the Smart Board.
16. GF indicates the student may sit back down with “finished” and allows the next student to “Go”.
17. Repeat the process until all answers for calendar are recorded on board.
18. AA use switch indicates “Put away calendar.”



Isn't Communication the Job of My SLP?

- The ability to communicate plays a large role in a student's placement
- Communication and independence are the top priorities of most parents
- Increasing communication motivates students to interact with others
- Students use communication instead of behavior to get attention, allowing students to participate in more classroom activities
- Involvement in lessons becomes reciprocal and interactive
- All students have the chance to show progress, regardless of cognitive ability

September 23-24, 2016




Contact us: inaacsummit@gmail.com

**Find us on Facebook at
"Indiana AAC Summit"**

"Hoosiers learning from Hoosiers" – that is the goal of the Indiana AAC Summit, a grassroots state-wide conference bringing together front-line providers of augmentative-alternative communication (AAC) from across Indiana to share information, network, and learn from each other.

Only \$175 for 8 hours of continuing education, overnight accommodations, meals, a logo t-shirt, and an unforgettable networking experience!

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LAMP Certification

Communication Success Stories

Information for Parents

Information for Educators

LAMP Training

Registration information

U.S. & Canada Workshops

Course	Date and Time	City	State
Language Acquisition through Motor Planning (LAMP) Extended Course: Highlighting Local Clients	Part 1: 06/1/16 Part 2: 06/2/16	Nashville	TN
Language Acquisition through Motor Planning (LAMP)	06/13/16	Fairview Heights	IL
Moving Forward with LAMP	06/14/16	Fairview Heights	IL
Language Acquisition through Motor Planning (LAMP) Extended Course: Highlighting Local Clients	Part 1: 06/15/16 Part 2: 06/16/16	Jeffersonville	IN
Language Acquisition through Motor Planning (LAMP) Extended Course: Highlighting Local Clients	Part 1: 07/14/16 Part 2: 07/15/16	Birmingham	AL
Language Acquisition through Motor Planning (LAMP)	07/19/16	Jonesboro	AR
Moving Forward with LAMP	07/20/16	Jonesboro	AR
Language Acquisition through Motor Planning (LAMP) Extended Course: Highlighting Local Clients	Part 1: 07/28/16 Part 2: 07/29/16	Bowling Green	KY
Language Acquisition through Motor Planning (LAMP) Extended Course: Highlighting Local Clients	Part 1: 07/28/16 Part 2: 07/29/16	Thornhill	ON

Upcoming LAMP trainings

- August 4, 2016 in **Elkhart**
- September 21, 2016 in **Plainfield**

www.prentrom.com/training

Product Training

Master the Technology

Take **product training** classes to learn how words and sentences are organized in Unity®, LAMP Words for Life™, CoreScanner™, Unidad Español, WordPower™ or Essence™. Learn how to operate and customize your PRC communication device or app.

Get Started

Implementation Classes

Making AAC Work

Register for **AAC implementation classes** that focus on teaching individuals how to **better use and integrate** their communication devices **in school** or **at home**. Take classes such as *Getting Beyond Basic Requesting* and *10 Tips to Help Grow Language*. Earn ASHA CEUs while learning about the real-world practice of AAC.

Get Started

Training to Fit your Schedule and Learning Style



Live Online



On Demand



In-Person

www.aaclanguagelab.com

Lessons provide:

- detailed instructions on how to implement
- list of target words for the lesson
- games
- flashcards
- differentiated instruction suggestions
- extension activities
- recommended books or YouTube videos
- link to Common Core by grade level
- Smart Charts provide “cheat sheets” for modeling target vocab
- 21 different themed categories of lessons to choose from

Lessons can be downloaded in PDF form.



The screenshot shows the homepage of the AAC Language Lab website. At the top right, there is a "Resources Network" logo. The main header features the "Language Lab" logo and navigation links: Home, About, Lesson Plans, Language Stages, Resources, Blog, and AppLab. There are also "Subscribe" and "Log In" links. The main content area includes a welcome message: "Welcome to the PRC AAC Language Lab: A Rich Resource of Learning Tools for Using and Teaching AAC." Below this, a paragraph describes the lab's offerings: "The AAC Language Lab offers real-life solutions in support of language development. Explore language stages and interactive materials specifically designed for Speech Language Pathologists (SLP), Educators, and Parents. An annual subscription provides full access to all materials including lesson plans, the 'Let's Talk AAC' blog, Can-Do Activity cards, implementation tips, and more." A second paragraph states: "With more than 45 years of experience in augmentative and alternative communication (AAC), PRC is pleased to offer this unique online resource." There are two buttons: "Subscribe" and "Free Resources". On the right side, there is a photograph of a woman and a young boy looking at a tablet together. At the bottom, there are three buttons: "Speech Therapists", "Educators", and "Parents".



Summer Training Survey

<https://www.surveymonkey.com/r/PSsummer16>



QUESTIONS?

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