

Strengthening Your CORE

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March 4, 2014
3:00 PM EST



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Strengthening your Core Overview: Building vocabulary muscles for stability and independence



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Beth's Disclosure

- This presentation will focus exclusively on using core vocabulary to communicate.
- I am a contract employee of the Saltillo Corporation.
- MS CCC/SLP/ATP
- I am an assistive technology consultant.



Learner Outcomes

- Identify major classes of core vocabulary.
- Understand the importance of using core vocabulary.
- Demonstrate use of core vocabulary in different activities.
- Explain how to foster language growth through basic core vocabulary.

Agenda

- Introduction
- Overview of Core Vocabulary
 - Using Core Vocabulary
 - Teaching Core Vocabulary
 - Activity and Wrap-Up
 - Teaming Up

Goal = Communication and Language

- Communicate anytime
- Communicate anything
- Communicate with anyone

Functional Communication

Language is learned through broad experiences that provide multiple opportunities for repetition of concepts, use of vocabulary and conversations that are motivating. Students need to learn the power of communication.

Communication Functions

- Initiate/ call attention
- Greet
- Accept
- Reject
- Request
- Name
- Acknowledge
- Answer
- Comment
- Express feelings
- Assert independence
- Ask questions
- Share information
- Relate events
- Talk about
past/future
- Negotiate/bargain
- State opinions
- Make up stories
- Express manners
- Show consideration

**It's all about the
vocabulary!!!!!!**



Everyone needs a good analogy...



- **Strengthening the core stability muscles**
- There are main 3 stages to attaining a strong core.
- **Stage 1:** Independent core contraction
- **Stage 2:** Integrated focused core exercises
- **Stage 3:** Incorporate into functional activities



If the core of the apple is rotten, it doesn't matter how red and juicy the apple looks on the outside.

Research and implementation results have shown that core vocabulary should be an integral part of teaching communication skills.

<http://praacticalaac.org/strategy/teaching-core-vocabulary/>



Types of Vocabulary – Core & Fringe

Core vocabulary - composed of high frequency words that are very versatile

- ✓ Developmentally, environmentally and pragmatically appropriate.

(gender, age, topic, settings, disabilities)

Fringe vocabulary - composed of words that occur infrequently and lack versatility

- ✓ Primarily nouns and custom vocabulary.

Core vs Fringe

Characteristic	Core Vocabulary	Fringe Vocabulary
Number of words	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 proper names and other nouns
Usefulness in a single message	Approximately 80% of the words in a sample of 100 total 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 total words will be fringe. The number of different words will be large, as fringe words are repeated with much lower frequency than core words.

<http://www.aaclanguagelab.com/other/core-vocabulary>

All Words are NOT Created Equal

hibernate who
up is have Paul Revere
 about
do Mars a help
cylinder stop want
am market down

Core vs. Fringe

hibernate who
up is have Paul Revere
about
do Mars a help
cylinder stop want
am market down

Types of Words

VERBS

Got/ Get
Look
Feel
Go
Make
Said
Was
Like
Know
Put
Do
Work

ADVERBS

Any more
Some
More
Always
Never
Not

PRONOUNS

I/I've
We/We're
You
My
Mine
It

ADJECTIVES

Big
Little
Loud
Hot
Cold

PREPOSITIONS

On
Off
In
Out

QUESTIONS

What?
Where?

Nouns

Toddler Vocabulary Arranged by Frequency

<u>Words</u>	<u>Percentage</u>
I	9.5
No	8.5
Yes/yea	7.6
my	5.8
the	5.2
want	5.0
is	4.9
it	4.9
that	4.9
a	4.6
go	4.4
mine	3.8
you	3.2
what	3.1
on	2.8
in	2.7
here	2.7
more	2.6
out	2.4
off	2.3
some	2.3
help	2.1
all done/finished	<u>1.0</u>
	96.3%



26 core words shown at left comprise 96.3 percent of the total words used by toddlers in this study

Banajee *et al.*, 2003

Modified list of core vocabulary – AAC

Gail VanTatenhove, 2005

1st 8 words:

All done	Help	Want	Mine
More	Stop	That	what

Next 7 (for top 15)

Away	Go	Here	I
It	Like	You	

<http://www.aacandautism.com/common-words>

Generative Language is Based on *Core* Words



- 85 - 90% of what we say throughout the day comes from a small bank of 400-500 core words.
- 20% of what we say comes from thousands of fringe words.

(Baker & Hill, 2000)

First 30 Core Words

1. again

2. all done *

3. all gone

4. away

5. big

6. go

7. help *

8. here

9. I

10. it

11. like

12. mine *

13. more *

14. not/don't

15. stop *

16. that *

17. want *

18. what *

19. you

20. my

21. do

22. down

23. get

24. in

25. little

26. off

27. on

28. put

29. some

30. out

Let's do it

- Suggest 3 scenarios
- 15 location MCB
- Words
- Words on all 3 activities

First 30 Core Words

	Situation 1	Situation 2	Situation 3		
Core word	Going out to eat			Y	N
all done	All done				
help	I want more				
mine	What that?				
more	Go again				
stop	I don't like it				
that	Like it				
want	Do again				
what	Put it on				
again	Get (it) off				
big	It little				
go	Help				
here	You do it				
I	I do it				
it	Mine				
like	Go in				
not/don't	Stop it				
you	Go out				
my	Don't go				
do	Do more				
down	Some more				
get	Want big/little				
in	You get it				
little	Want it				
off	Want on				
on	Get on				
put	Help get it				
some	Little more				
out	That down				

Why don't SLPs focus on core?

- Nouns are “picture producers”.
- Most standardized tests focus on nouns – easier to test, both receptively and expressively.
- Need to take a look at testing-open ended questions. More important to find out understanding of topic than able to recite names.
- We rarely need to focus on core vocabulary with VERBAL kiddos – this is often done naturally by parents.



COMMON CORE STATE STANDARDS INITIATIVE

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Mission Statement

The Common Core State Standards provide a

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Building on the excellent foundation of

Discover the Common Standards

Common Core Standards

- Core Curriculum Standards emphasize the ability to answer open-ended questions.
- Common Core Curriculum Standards require students to describe, explain, compare/contrast, ask/answer, determine the meaning, make connections and analyze, etc.
- The Common Core Standard does not specify being able to say particular words.
- It demands students be able to “tell about and talk about” curriculum content meaningfully.

How do I teach core vocabulary?

Back to Basics

- Strategies for Language Development

Focus on Language

- Setting Language Goals
- Brown's stages – Language Lab

The Medium Matters

- Appealing activities

Teaching Core: Back to Basics

What do you do with your verbal students who are delayed?

- Model
- Repeat what they say + 1
- Follow child's lead
- Sabotage
- Wait
- Cue
- Set the scene for success (errorless learning)
- Write scripts
- Use peer models
- Effective questions: Open-ended - not YES/ NO

Moving beyond naming objects and making choices

Communication Skills	Yes	No
Gains attention appropriately.		
Uses social greetings.		
Introduces self when appropriate.		
Asks questions to gain information.		
Initiates topics appropriately.		
Indicates personal states (emotions, sick, pain).		
Uses polite social forms.		
Seeks help when needed.		
Provides communication partner with instructions when needed.		
Uses communication system without being prompted.		
Restates and repairs communication attempts.		
Expands upon messages to add details.		
Alerts communication partner that more time is needed to formulate a message.		
Gives (appropriate) feedback when message is not understood.		
Negotiates and bargains.		
Gives feedback to confirm understanding.		
Remains on topic (communication turn taking).		
Indicates when message is completed		
Makes up stories.		

Teaching Core: Pick your words!

- Use the core word lists as a guide
- Acknowledge that kids are different
 - Maggie (2 ½ reluctant communicator; developmental delay)
 - John (5 year old, active; autism)
 - Bill (8 years old, social, severe apraxia)
- Start with a list of 5-10 words, and keep growing!

Brown's 6 stages – Language Lab



Roger Brown, 1973

<http://www.aaclanguagelab.com/>

Typical Language Development

Stage 1: MLU of 1.75; ages 15-27 months. Ex: go, that, help, more, stop; 85 single words.

Stage 2: MLU of 2.25; ages 21-30 months. Ex: want more, need help, all done, stop, don't. 75 – 200+ words.

Stage 3: MLU of 2.75; ages 23-37 months. Questions and negatives develop. Ex: Mom coming in, Dad helping, Man riding, Look it going. 200 – 1000+ words.

Typical Language Development continued

Stage 4: MLU: 3.50. Ages 26-44 months.

Imbedding sentences in sentences. Ex: I fell down, where is it?. Up to 2000 words.

Stage 5: MLU: 4.00. Ages 27-48 months.

Combining simple sentences. Ex: I did this and I did that. Up to 3,000 words.

Typical Language Development continued

Stage 6: MLU: 4.5+. Uses all parts of speech; correct word order. Ex: Where's a pencil I can use?, I wanted you to turn it. 5000+ words

How do you know where nonverbal kid is?

Receptive understanding of spoken vocabulary

- Test of Auditory Language (TACL)
- Test of Nonverbal Intelligence (TONI)
- Wechsler Nonverbal Scale of Ability

Aided Language Stimulation

Definition: (AAC Institute)

- A communication strategy where a communication partner teaches symbol meaning & models language by combining his/her own verbal input with selections of vocabulary on an AAC system.

Bicycle Analogy

- Can't just "tell" someone how to ride a bike.
- They must visualize/"see" a competent cyclist.

Using ChatPower 48



Teaching core: Appealing activities

- Books
- Games
- Toys
- Language Cards
- Role Play/ Make-believe
- Arts & Crafts
- Classroom routines
 - Line leader
 - Calendar Time

Activities: Books

➤ Age appropriate

➤ Core can be used to:

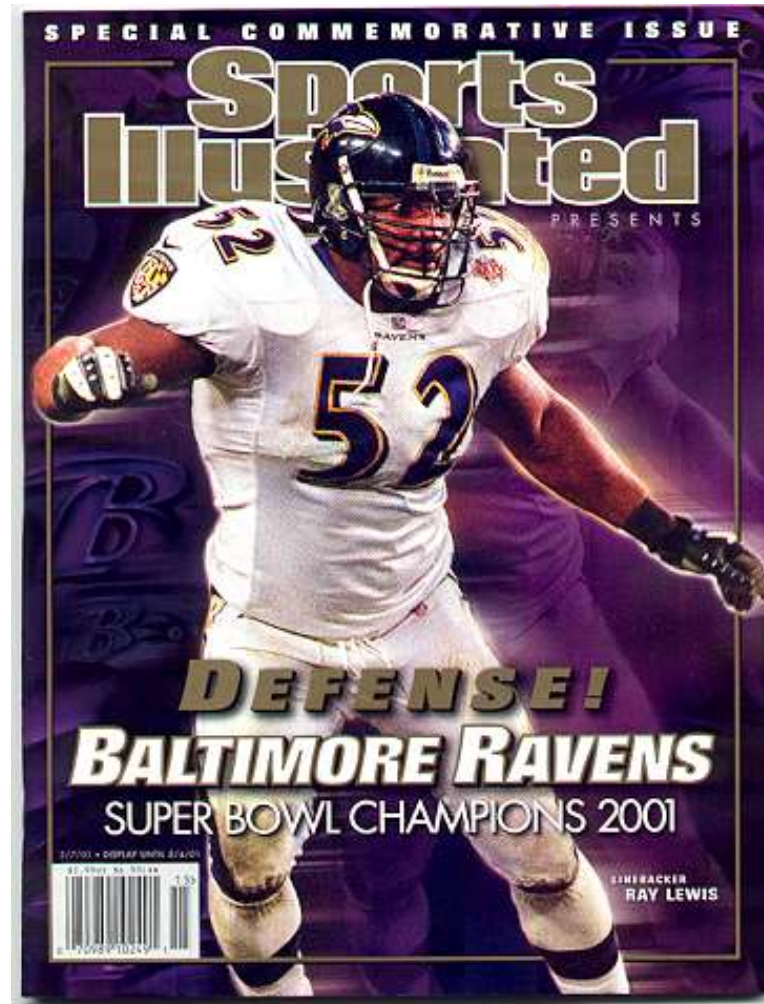
- Request action (*turn page; read*)
- Make comment (*cool, I like, yuk*)
- Say repeated line (*what do you see?*)
- Predict (*he happy, she not go*)
- Describe (*it red/ pretty/ big*)



Activities: Books

- Create original books
- Use magazines
- Adapt and re-write for older students
 - Sports
 - Comic strips
- Use photographs
 - Home
 - Classroom
 - Field trip

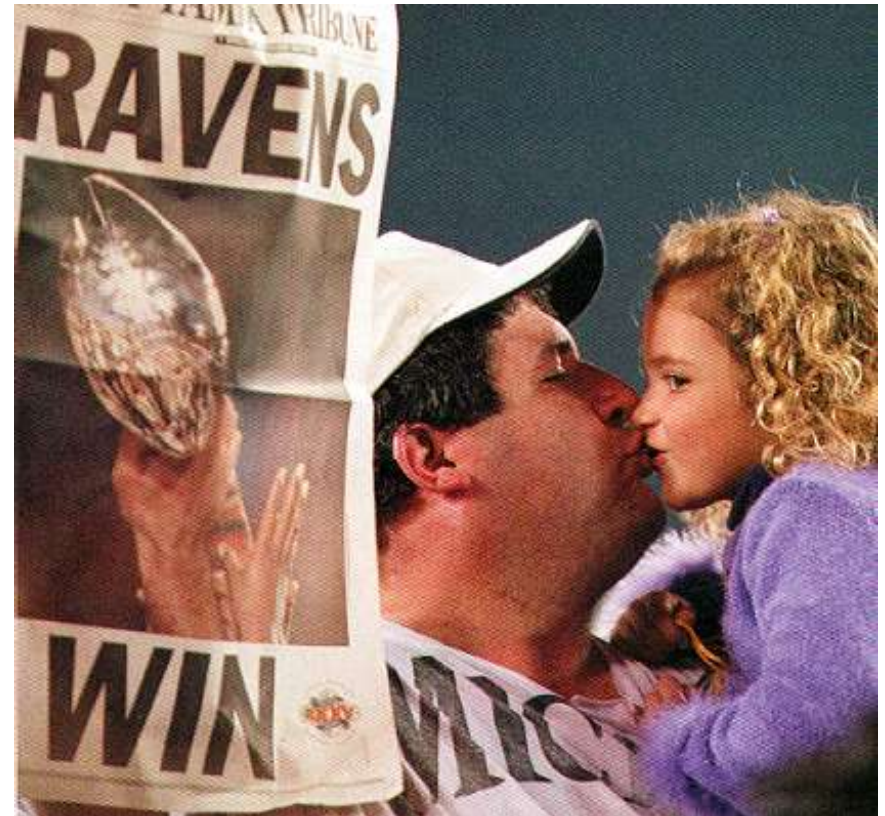
Find age appropriate materials
of interest:



Rewrite the story at an appropriate language level.



They worked hard all year. They were ready.
They played a good game. Go Ravens!



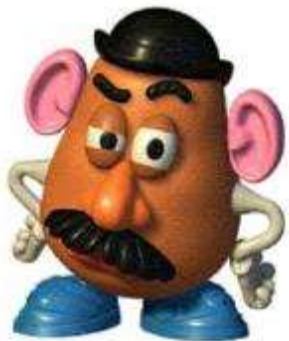
They won the big game!



Activities: Toys

Any off-the-shelf toy; use core language instead of specific vocabulary

- Mr. Potato Head: *want nose; need hat*
- Blocks: *put on; put two on; I do it; you do it; make it go down*
- Farm: *make it eat; make it sleep; it go in; put on*



Activities: Games

Use games for personal and social skills:

- Turn Taking (*my turn/ you go*)
- Patience – (*waiting your turn*)
- Honesty – (*no cheating*)
- Persistence – (*finishing the game*)
- Cooperation
- Team building
- Sharing
- Making friends

Activities: Games

Use core to build expressive language skills

- Vocabulary development (e.g., colors, sizes, pronouns)
- Commenting (*his turn; he sad; I get one!*)
- Requesting (*Do you have red?; You have fish?*)
- Answering questions (*I do!; I don't*)
- Increasing MLU (*want/ want that/ I want that/ I want that please*)

Activities: Games

- Bingo
 - CORE: *I have that; I do; Need help; Go/ Ready*
 - FRINGE: Squares can be specific vocab (receptive)
 - [Core bingo](#) (squares are core words)
- Go Fish
 - CORE: *Do you have; I do; I don't; get one;*
 - FRINGE: specific vocab (use low-tech pictures)
- Candy Land
 - CORE: *I get pink; I get one/ two; want that; don't want that; no!; awesome; like you*
 - FRINGE: lollipop, gumdrop, ice cream



Activities: Role Play



- Store (*what do you want; do you have; where is; I need that/ this; I am ready! Put it in; put it on*).
HINT: have photos of specific items instead of programmed in AAC device
- Restaurant (*want to eat; want to drink; what you want; I want; hello!; do you have; I like that; I don't like it; thank you*). **HINT:** use photo menus

Activities: Classroom Routines

- Change your thinking about target words
- Line leader:
 - Announce destination (Go art/ PE)
 - Give directions to classmate (turn light on/ off)
- Calendar time:
 - Direct classmates to: *Say day; say month; say weather*
 - Say which pictures stay on board, and which come off: *on/off*
 - *What feel like? (hot/ cold) What look like? (sun/ cloud)*
 - Lunches: *eat hot/ eat cold*
- Build core into routines by modeling language

Let's Communicate!!!

Request Object

I want
Get it

Social remark

Like you
Don't like

Request Action

Help
Go away

Sharing Information

Little
That on

Greeting

I here

Getting attention

Want more
Put on

Protest

Don't
Get off

Ask for information

What in
That mine

Activities: SLP's bag of tricks

Use the materials you already have

- Pronoun cards
- Descriptor cards/ sequencing cards
- Barrier games
- Question decks
- Pragmatic decks
- Listening Skills
- Verb cards

Re-examining AAC success

Some reasons AAC Devices (high/ low tech) fail:

- The device doesn't say what the student wants it to say.
 - ❖ Teach core! **“DON'T MESS WITH THE CORE”!!**
- The student doesn't understand what's expected
 - ❖ Be clear with expectations and MODEL!
- The student has been given the message that it's not important.
 - ❖ Use a device/ board consistently
- The student gets what they want/ need without it.
 - ❖ Change actions/ vocalizations to words
- Programming leads to burn-out
 - ❖ Reduce programming by focusing on CORE!

THE LANGUAGE



STEALERS

Resources

AAC Institute –

- <http://www.aacinstitute.org/>

Common Core State Standards –

- <http://www.corestandards.org/>

AAC Language Lab (PRC) –

- <http://www.aaclanguagelab.com/>

Center for AAC and Autism –

- <http://www.aacandaautism.com/common-words>

Resources

PrAACTical AAC – Supports for language learning

- <http://praacticalaac.org/?s=teaching+core>

Prentke Romich Company

- www.prentrom.com

Saltillo Corporation –

- <http://saltillo.com/training/tutorials/novachat>
- www.saltillo.com





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