Strengthening Your CORE

Presenters:
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Pat Satterfield, Center for AT Excellence

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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://praacticalaalac.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

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Core Vocabulary</th>
<th>Fringe Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of words</td>
<td>Small number of words</td>
<td>Very large number of words</td>
</tr>
<tr>
<td>Frequency of use</td>
<td>High frequency</td>
<td>Low frequency</td>
</tr>
<tr>
<td>Applicability across environments</td>
<td>Applicable to all environments</td>
<td>Applicable to limited environments</td>
</tr>
<tr>
<td>Applicability across topics</td>
<td>Applicable to all topics</td>
<td>Applicable to limited topics</td>
</tr>
<tr>
<td>Types of words</td>
<td>Includes a variety of parts of speech</td>
<td>Includes mostly proper names and other nouns</td>
</tr>
<tr>
<td>Usefulness in a single message</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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  up  is  have  Paul Revere

about  do  Mars  a  help

cylinder  stop  want

am  market  down
## Toddler Vocabulary Arranged by Frequency

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

96.3%

Banajee et al., 2003

26 core words shown at left comprise 96.3 percent of the total words used by toddlers in this study.
Modified list of core vocabulary – AAC
Gail VanTatenhove, 2005

1\textsuperscript{st} 8 words:

<table>
<thead>
<tr>
<th>All done</th>
<th>Help</th>
<th>Want</th>
<th>Mine</th>
</tr>
</thead>
<tbody>
<tr>
<td>More</td>
<td>Stop</td>
<td>That</td>
<td>what</td>
</tr>
</tbody>
</table>

Next 7 (for top 15)

<table>
<thead>
<tr>
<th>Away</th>
<th>Go</th>
<th>Here</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>It</td>
<td>Like</td>
<td>You</td>
<td></td>
</tr>
</tbody>
</table>

http://www.aacandaautism.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)
<table>
<thead>
<tr>
<th>First 30 Core Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. again</td>
</tr>
<tr>
<td>2. all done *</td>
</tr>
<tr>
<td>3. all gone</td>
</tr>
<tr>
<td>4. away</td>
</tr>
<tr>
<td>5. big</td>
</tr>
<tr>
<td>6. go</td>
</tr>
<tr>
<td>7. help *</td>
</tr>
<tr>
<td>8. here</td>
</tr>
<tr>
<td>9. I</td>
</tr>
<tr>
<td>10. it</td>
</tr>
<tr>
<td>11. like</td>
</tr>
<tr>
<td>12. mine *</td>
</tr>
<tr>
<td>13. more *</td>
</tr>
<tr>
<td>14. not/don't</td>
</tr>
<tr>
<td>15. stop *</td>
</tr>
<tr>
<td>16. that *</td>
</tr>
<tr>
<td>17. want *</td>
</tr>
<tr>
<td>18. what *</td>
</tr>
<tr>
<td>19. you</td>
</tr>
<tr>
<td>20. my</td>
</tr>
<tr>
<td>21. do</td>
</tr>
<tr>
<td>22. down</td>
</tr>
<tr>
<td>23. get</td>
</tr>
<tr>
<td>24. in</td>
</tr>
<tr>
<td>25. little</td>
</tr>
<tr>
<td>26. off</td>
</tr>
<tr>
<td>27. on</td>
</tr>
<tr>
<td>28. put</td>
</tr>
<tr>
<td>29. some</td>
</tr>
<tr>
<td>30. out</td>
</tr>
</tbody>
</table>
Let’s do it

➢ Suggest 3 scenarios

➢ 15 location MCB

➢ Words

➢ Words on all 3 activities
<table>
<thead>
<tr>
<th>Core word</th>
<th>Situation 1</th>
<th>Situation 2</th>
<th>Situation 3</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>all done</td>
<td>All done</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>help</td>
<td>I want more</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mine</td>
<td>What that?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>more</td>
<td>Go again</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stop</td>
<td>I don’t like it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that</td>
<td>Like it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>want</td>
<td>Do again</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>what</td>
<td>Put it on</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>again</td>
<td>Get (it) off</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>big</td>
<td>It little</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>go</td>
<td>Help</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>here</td>
<td>You do it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>I do it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>it</td>
<td>Mine</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>like</td>
<td>Go in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>not/don’t</td>
<td>Stop it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>Go out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>my</td>
<td>Don’t go</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>do</td>
<td>Do more</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>down</td>
<td>Some more</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>get</td>
<td>Want big/little</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in</td>
<td>You get it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>little</td>
<td>Want it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>off</td>
<td>Want on</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>on</td>
<td>Get on</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>put</td>
<td>Help get it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>some</td>
<td>Little more</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>out</td>
<td>That down</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
Implementing the Common Core State Standards

Mission Statement
The Common Core State Standards provide a

Common Standards
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
### Communication Skills

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

**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

We want to read!
We want to write!
We want to speak!
We have the Right!
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.aacandautism.com/common-words
Resources

PrAACtical AAC – Supports for language learning
- http://praacticalaacc.org/?s=teaching+core

Prentke Romich Company
- www.prentrom.com

Saltillo Corporation –
- http://saltillo.com/training/tutorials/novachat
- www.saltillo.com
Webinar Evaluation

Please take a moment to complete our survey:

https://www.research.net/s/TFLwebinar