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The Importance of Using Core Vocabulary Across All Settings

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Disclosure Statement

Rebecca Goldwasser and Sandra Grether have **NO proprietary interest** related to the SpeechPathology.com presentation entitled *The Importance of Using Core Vocabulary Across All Settings.*

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Learner Objectives

As a result of this course, participants will be able to:

- Define core language.
- Describe how to use aided language strategies and partner training with low and high tech core language systems.
- Explain how to use core vocabulary to support verbal communication across activities and settings.

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Why Do We Communicate?

Behavior Regulation

- Requesting Objects
- Requesting Actions
- Protesting

Wetherby, Cain, Yonklas, and Walker (1988)

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Why Do We Communicate?

Social Interaction

- Requesting Social Routines
- Showing Off/ Telling Jokes
- Greeting/Closing
- Calling
- Telling/Retelling Stories
- Acknowledgement
- Requesting Permission

Wetherby, Cain, Yonklas, and Walker (1988)

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Why Do We Communicate?
Joint Attention

- Commenting
- Requesting Information (Asking Questions)
- Answering Questions
- Initiating or Maintaining a Topic
- Clarification

Wetherby, A, Cain, D, Yonklas, D. & Walker, V, (1988). Analysis of intentional communication of normal children from the prelinguistic to the multiword stage. *Journal of Speech, Language, and Hearing Research, 31*, 240-252.

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Function of AAC Vocabulary

- To make choices

- To ask questions and give answers

- To participate and join social group activities that are "age" and developmentally appropriate ("need to belong and connect")

- To communicate efficiently and QUICKLY in all situations

- To express novel ideas

Beukelman & Mirenda (2005)

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Core Language

- A small set of words with the highest frequency of use both in conversation and written text.

- Research has found that 80% of words spoken are core and the remaining 20% are fringe.

Baker, B. (n.d.). How Minspeak allows for independent communication by giving anyone access to core vocabulary. Retrieved from
http://www.minspeak.com/CoreVocabulary.php#.V1V69k32aM8

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Message Composition

SPEED _____ **FLEXIBILITY**

SENTENCES/PHRASES

LETTERS/WORDS

Beukelman & Mirenda (2005)

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Why Use Core Words and Not Words Typically Found in Curriculum?

- Children using SGDs are just learning to use language

- Core is flexible

- Helps with **oral AND written** language development

Witkowski & Baker (2012)

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Fringe Vocabulary consists of:

NOUNS

PLACES

NAMES

PEOPLE

Witkowski, D. & Baker, B. , (2012). Addressing the content vocabulary with core: theory and practice for nonliterate or emerging literate students. *SIG 12 Perspectives on Augmentative and Alternative Communication, 21*, 74-81.

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Typical Communication Styles

User of AAC	Speaking Partner
Passive, unmotivated communicator, rarely initiating	Takes dominant role in interaction – controls direction & topic
Respondent communicator	Takes majority of turns & interrupts frequently
Limited range of communicative functions	Frequently anticipates needs & wants of augmented speaker
Significantly fewer conversational turns than their communication partners	Typically asks numerous close-ended, yes/no or wh-questions
Limited peer to peer communication interaction	Often unresponsive to augmented speaker's communication attempts

Kent-Walsh & McNaughton (2005)

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Core Words Support Communication Across the Continuum of Ability

- Emergent Communicator
- Context Dependent Communicator
- Independent Communicator

Dowden, P.A. (n.d.). Augmentative and alternative communication at the University of Washington, Seattle. Retrieved from http://depts.washington.edu/augcomm/index.htm

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Emergent Communicator

- Needs simple concrete pictures
- Needs to be very motivating
- Core word examples: *more, stop, go, help, I, you, eat, drink*

Dowden, P.A. (n.d.). Augmentative and alternative communication at the University ofWashington, Seattle. Retrieved from http://depts.washington.edu/augcomm/index.htm

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Context Dependent Communicator

- Spontaneously communicates wants and needs
- Understands more abstract pictures
- Has some beginning literacy skills
- Core word examples: *hot, cold, small*, *big, little, he, she, make, this, that*

Dowden, P.A. (n.d.). Augmentative and alternative communication at the University of Washington, Seattle. Retrieved from http://depts.washington.edu/augcomm/index.htm

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Independent Communicator

- Same literacy skills as peers
- Can communicate about a variety of things in a flexible novel way
- Need a variety of core words
- Need ALL grammatical markers

Dowden, P.A. (n.d.). Augmentative and alternative communication at the University of Washington, Seattle. Retrieved from http://depts.washington.edu/augcomm/index.htm

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Organizing a Vocabulary System

Linguistic organization - Fitzgerald Key

- left to right linguistic order
- arranged in classes according to their typical position in a sentence
- color coded (**may see variations used**)
- questions (purple), followed by people (yellow), action words/verbs (green), descriptors & prepositions (**blue**), object nouns (orange), social/phrases (pink), & miscellaneous (white)
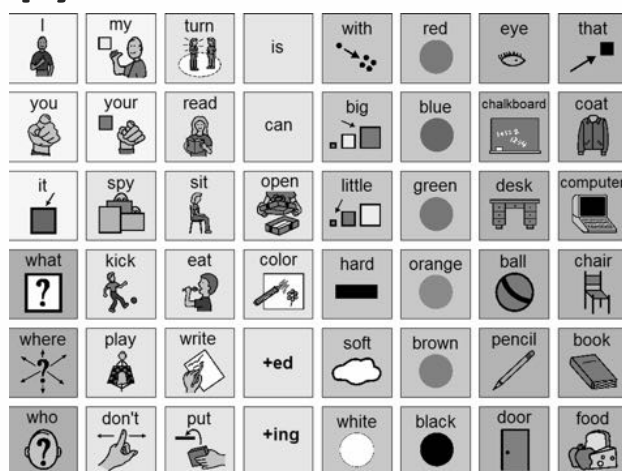
Beukelman, D. R., & Mirenda, P. (2005). Augmentative and alternative communication: Management of severe communication disorders in children and adults (3rd ed.). Baltimore, MD: Paul H. Brookes

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I Spy Communication Overlay

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TouchChat with WordPower 48

Core Word Programs
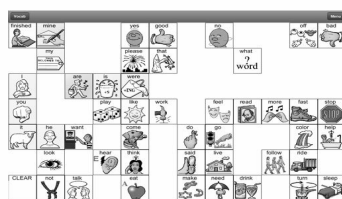
LAMP

Proloquo2go Core

TouchChat WordPower

Gateway
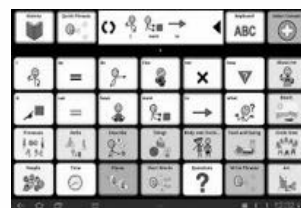
Sonoflex

ImPAACT Program: Purpose of Targeted Skills

Aided AAC Modeling	• Provides functional models of effective AAC use
Expectant Delay	• Provides communication opportunities, additional processing time, & expectation for communication
WH-Question Asking	• Prompts higher-level content expression

Kent-Walsh & Binger (2013)

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ImPAACT Program: Purpose of Targeted Skills-Continued

Verbal Prompts	• Provide client with direct indication of what s/he is supposed to do
Increased Responsivity	• Reinforces communicative attempts and expanded utterances

Kent-Walsh, J. C. & Binger, C. (2013) Fundamentals of the ImPAACT Program. *SIG 12 Perspectives on Augmentative and Alternative Communication, 22,* 51-58.

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Aided Language Stimulation

Historically known as:

Natural Aided Language (NAL)

Goosens', C., Crain, S. S., & Elder, P. (1992). Engineering the preschool environment for interactive symbolic communication 18 months to 5 years developmentally. Birmingham, AL: Southeast Augmentative Communication Publications.

Cafiero, J.M. (1995). Teaching parents of children with autism Picture Communication Symbols as a natural language to decrease levels of family stress . (Doctoral dissertation, University of Toledo, 1990). UMI Dissertation Services, UMI Microform 9540360.

System for Augmenting Language (SAL)

Romski, M.A. & Sevcik, R.A. (1996) System for Augmenting Language (SAL) in Breaking the Speech Barrier: Language Development through Augmented Means. Brookes Publishing Company, York, PA.

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Aided Language Stimulation

- Speaking communication partner pairs speech with pointing to symbols.
- Simultaneously teaches the non-speaking communication partner to both understand (receptive) and generate (expressive) interactive language.
- Model using these communication boards, pages, & devices during activities **throughout** the day.
- Evidence - individuals learn to recognize & use new symbols, compose more syntactically complex messages & take more communicative turns.

Kent-Walsh, J., Murza, K., Malani, M., & Binger, C. (2015). Effects of Communication Partner Instruction on the Communication of Individuals using AAC: A Meta-Analysis, *Augmentative and Alternative Communication*, Early Online: 1-14.

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Modeling Social Interaction Exchange

Video of working on social questions

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Partner Training

Teachers, Support Personnel, Peers & Caregivers:

- Pause and WAIT for student to construct the message. Be patient!! It might take awhile. **(10 second rule!!)**
- Don't feel you have to keep talking all the time. Teach a **slower rhythm** for exchanging information.
- Give student an **opportunity** to ask questions or make comments.

Kent-Walsh & McNaughton (2005)

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Partner Training

- Interact at **eye level** if at all possible. Grab a chair if partner is in a wheelchair. Pay attention to facial expressions and gestures.

- Be honest. If you don't understand the message - admit it. **Ask to repeat** or provide more information to **clarify**.

- If you understand the message, don't insist that the student use his/her device or board. **Accept whatever mode** is used. Allow for a combination of modes if needed.

Kent-Walsh J. & McNaughton, D. (2005). Communication partner instruction in AAC: present practices and future directions. *Augmentative and Alternative Communication*, *21*, 195–204.

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Training Strategies – Light Cueing

- **Shadow light cueing** - designed to help child /adult select message more independently
  - Constant/flashing light cue
  - Pause - momentary light cue
  - Search light cue - cues when to use SGD
- **Prompt hierarchy** - does individual need a cue because he has not yet learned the message to use or doesn't recognize the corresponding symbol/picture yet?

Light, Roberts, Dimarco, Greiner (1998)

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Levels of Cueing

- Move from **least** support to **most** support – try to provide only the support that is needed
- Insert pause/wait time (4-5 seconds) before using prompt (consider child's attention span, motor planning abilities, & moods)
- Allow child time to scan pictures and choose one that is most appropriate
- Physical over verbal (e.g. light vs. physical point; general vs. specific; row vs. symbol)

Light, J.C., Roberts, B., Dimarco, R., Greiner, N. (1998) Augmentative and alternative communication to support receptive and expressive communication for people with autism. *Journal of Communication Disorders, 31*, 153–180.

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Building a Sentence with an SGD

Video: Reading the newspaper

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News-2-You

https://www.n2y.com/

- Weekly symbol-supported news articles and dozens of worksheets, games, and activities help students connect with the world
- 2 versions – regular or higher level
- Printable, speaking, or booklet formats

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News-2-You
Weekly Issues Include the Following

Current Events	Interactive PowerPoint	Assessment
Vocabulary	Jokes	Skill Worksheets
Recipes	Puzzles / Games	Sports News
Holidays	Communication Boards	Science Experiment
Every Other Week	Interactive Cartoon	Adapted Storybook

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News-2-You Communication Board and Core Vocabulary Strips

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Word Walls

http://talksense.weebly.com/literacy-and-aac.html

- Add important core words that student needs to know but are difficult to learn or sound out
- Use to teach a particular phoneme blend or other phoneme/letter pattern which student needs to recognize to become fully literate: e.g. tense markers (*-ed, -ing),* plurals (*-s*), or comparative/superlative (*-er, -est)*
- Display core word icon or symbol sequences

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Other Word Wall/Chart Examples
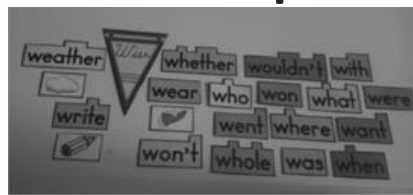
Unity®144

Van Tatenhove, G. (2010, January). Supporting students using robust AAC devices in general education classrooms. Webinar Assistive Technology Education Association, Orlando, FL.

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Example of Core Language Activity for Emergent Communicator with Proloquo2go

While playing with cars emphasize words: *go, stop, it, that, I, want, like, more, red, blue, up, down*
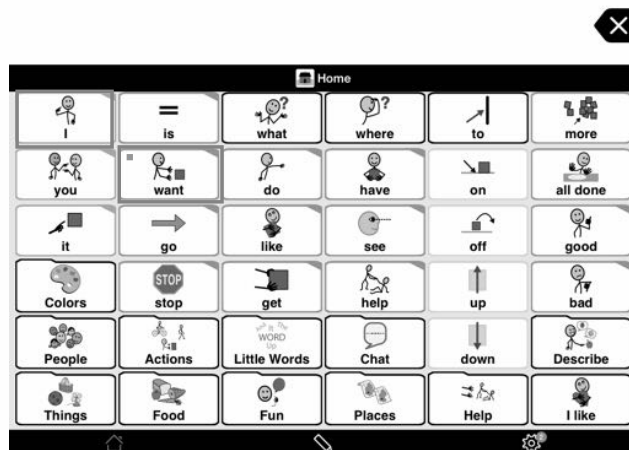
Script for playing with cars:

➢I want car

➢Car go up

➢I like it

➢No train

SpeechPathology.com   42
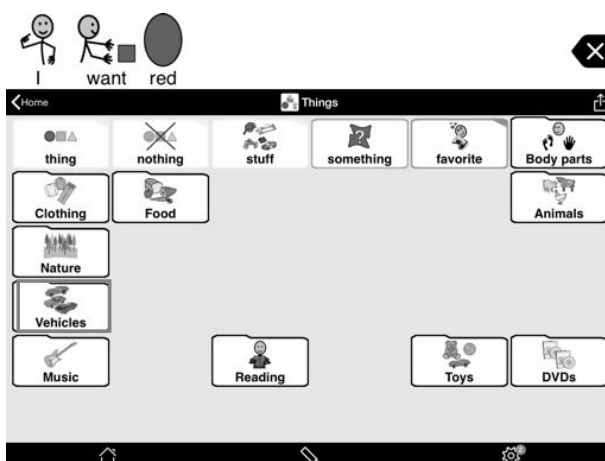
CONTINUED™

Home Screen for Beginning of Script

Home Screen "Things" then "Vehicles"

Vehicles Page

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Home Screen

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CONTINUED™

Home Screen

Core Language Activity for Context Dependent Communicator using TouchChat with WordPower

Playing With Pretend Food:

➢I like it.

➢I want that.

➢I want the big apple.

➢I don't like it.

continued™

Video

Video of child playing with pretend food

TouchChat with WordPower Home Page

continu**ed**

Core Language Activity for Independent Communicator Using LAMP

Valentines Day

➢ Who are you going to send a card to?

➢ I will send it to my friend.

➢ What will you say?

➢ I will say please be my valentine.

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LAMP Home Page

SpeechPathology.com 52

CONTINUED™

LAMP Pages

Video

Video using LAMP with attributes-2 videos

CONTINUED™

Success in the Classroom

- **Juggling** many communication **modes** (e.g. speaking, gestures, signing, pictures, SGD)

- Teaching **core words** while supporting **activity specific** and **school-based** vocabulary, when needed

- Involving peers

- Raising expectations

- Making communication positively motivating

- Support when needed

Soto & Zangari (2009)

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Review: 1. Identify Environments

- Identify where SGD will be initially used

- Introduce during familiar routines that provide opportunities for **frequent** communicative attempts (e.g. circle time, English class, snack, recreation, community)

- Need to be generally **positive** opportunities

- **Elicit natural response** from communication partner

Soto & Zangari (2009)

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2. Engineer the Environment

- Create communication **opportunities** thoughtfully and deliberately

- Identify what is **motivating** to student or adult

- Situation must require AAC user to communicate to complete the activity, find an object, or correct a problem **("environmental sabotage").**

Soto & Zangari (2009)

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3. Identify Vocabulary

- Need vocabulary appropriate to learner and environment

- Words and phrases are **age and developmentally appropriate**

- Words and phrases are meaningful and motivating to learner

- Words and phrases serve an identifiable communicative function (e.g. requesting, greeting, protesting, commenting, asking)

Soto & Zangari (2009)

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continued

4. Model! Model! Model!

- **Identify** and **train** potential communication partners!

- Remember to **use peers**!

- Develop competence with both low-tech and high-tech communication systems

- If using SGD, **copy pages** and make low-tech book to use when SGD is not available or working properly

- Teach **partner-assisted scanning** if individual cannot accurately use touch!

Soto, G. & Zangari, C. (2009). *Practically Speaking: Language, Literacy, & Academic Development for Students with AAC Needs.* Baltimore: Paul H. Brookes Publishing Co.

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Behavior Regulation

Video of student with ASD requesting to end the reading activity and do something else-Cameron Behavior

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Questions?

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Sign up below:

Speech Tools

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Resource

FIRST WORDS PROJECT

16 by 16   Growth Charts   Resources   About   Get Involved   Contact

What does it take to learn to talk?
It takes gestures, sounds, play... and much more.

Watch, Learn, and Spread the Word

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Web Resources

USSAAC (United States Society for Augmentative & Alternative Communication)

• http://www.ussaac.org

• Links to many AAC sites that may be helpful on advocacy, organizations, state and federal agencies, publications, & AAC technology/manufacturers

ASHA – SIG 12 (American Speech Language Hearing Association Special Interest Group on AAC)

• http://www.asha.org/SIG/12/

• Resource for professionals and parents

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Web Resources

- **Ohio Center for Autism and Low Incidence (OCALI)** – In Document Archive you will find Finding Useful Assistive Technology Applications and Accessories for Mobile Devices (scroll down to find)

- http://www.ocali.org/view.php?nav_id=101

- **Assistive Technology Center at OCALI** - resources, supports, professional development, and a short-term lending library to assist in the effective implementation of assistive technologies for persons with disabilities.

- http://www.ocali.org/center/at

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