Core Vocabulary

Region 13
Beat the Heat
6-28-13

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Assistive Technology Eanes ISD
What is Core Vocabulary?

• **Core** - high frequency, reusable, generic words; usually 90% of top 50-200 words (want, more, put, I, mine, go, all done)

• **Personal Core** - words necessary for your personal needs and interests (family members, toys, favorite foods)

• **Fringe Words** - unique to specific activities or academic subjects (colors, shapes, art materials)
<table>
<thead>
<tr>
<th>PRONOUNS</th>
<th>PEOPLE</th>
<th>WHAT</th>
<th>VERBS</th>
<th>TIME &amp; ADVERBS</th>
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<td>boy</td>
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<td>were</td>
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<td>baby</td>
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<td>PT</td>
<td>DOESN’T</td>
<td>come</td>
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<td>bus</td>
<td>driver</td>
<td>OT</td>
<td>cook</td>
<td>forget</td>
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Why is Core Vocabulary a good idea?

1. CV versus thematic units typically taught in preschool/elementary- students will use these words again and again; thematic units use during unit then not used again until next year

2. Promotes generative language- not limited to scripts or only requesting nouns, descriptive language

3. Gives a vision and focus- not continually making new activity specific boards or programming more vocabulary for an activity or event

4. Give the student access to 50-300 appropriate, high frequency, re-usable words and word variations. They can use across a broad number of events or activities and are needed throughout the student’s entire life.
Vocabulary Selection EBP

1. Look at words in normal language development (our students may not follow the normal course of language development but we need to look at what they can do and build on it)

- First 50 words mastered by 50% of 1803 NL children by 18 months (Fenson et al, 1994)
- First 38 words mastered by 80% 422 NL children by age 2, (Rescorla et al., 2001)
- Words mastered by 80% of children with Learning Disabilities by age 3, (Rescorla et al., 2001)
2. Choose high frequency words

- **26 core words** comprised 96.3% of total words used by toddlers age 2 and 3 years, (Banajee, 2003)

- The **50 most frequently used words** in preschool children represented 60% of the total language sample; 100 most frequently occurring words accounted for 73% of total sample (The Jones Sampling, Lincoln Nebraska, 1987)

- With AAC users, top **100 high frequency words** accounted for 62.3% of sample and top **250 words** accounted for 78% of sample. (Hill, 2001)
Preschoolers’ Vocabulary
Arranged Alphabetically


The words on this list are the most frequently occurring words of preschool children in the study by Marvin, Beukelman, and Bilyeu.

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<td>else</td>
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<td>high</td>
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<td>84.</td>
<td>even</td>
<td>132.</td>
<td>hill</td>
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<td>37.</td>
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<td>85.</td>
<td>everybody</td>
<td>133.</td>
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<td>86.</td>
<td>everything</td>
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<td>his</td>
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<td>call</td>
<td>96.</td>
<td>foot</td>
<td>144.</td>
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</table>

145. I’m
146. if
147. in
148. inside
149. is
150. isn’t
151. it
152. it’s
153. juice
154. jump
155. jumped
156. jumping
157. just
158. kind
159. know
160. last
161. leaves
162. let
163. let’s
164. lift
165. like
166. little
167. long
168. look
169. looking
170. lot
171. lunch
172. made
173. make
174. man
175. many
176. may
177. maybe
178. me
179. mean
180. messy
181. middle
182. mine
183. mom
184. mommy
185. more
186. most
187. move
188. much
189. must
190. my
191. myself
192. Name
**Adult Augmented Communicators’ Vocabulary**
**Arranged By Frequency**


In the Hill study, forty hours of interviews were conducted with 20 augmented communicators. The 100 most frequently occurring words account for 62.3% of the total words used. The top 250 words comprised 78% of the total words. This list shows the top 100 words only.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1 | I  | 36 | so | 71 | help |
| 2 | the | 37 | when | 72 | she |
| 3 | to  | 38 | no  | 73 | strategy |
| 4 | and | 39 | just | 74 | then |
| 5 | a   | 40 | about | 75 | as |
| 6 | it  | 41 | had | 76 | get |
| 7 | is  | 42 | words | 77 | if |
| 8 | was | 43 | are | 78 | speech |
| 9 | that| 44 | I'm | 79 | most |
| 10 | in | 45 | not | 80 | now |
| 11 | of | 46 | well | 81 | school |
| 12 | my | 47 | how | 82 | which |
| 13 | you | 48 | them | 83 | who |
| 14 | yes | 49 | its | 84 | out |
| 15 | for | 50 | or | 85 | Pathfinder |
| 16 | have | 51 | time | 86 | their |
| 17 | like | 52 | would | 87 | Unity |
| 18 | me | 53 | going | 88 | actually |
| 19 | do | 54 | this | 89 | could |
| 20 | on | 55 | use | 90 | device |
| 21 | people | 56 | will | 91 | first |
| 22 | but | 57 | there | 92 | word |
| 23 | know | 58 | work | 93 | been |
| 24 | with | 59 | say | 94 | better |
| 25 | they | 60 | from | 95 | different |
| 26 | what | 61 | go | 96 | really |
| 27 | am | 62 | got | 97 | things |
| 28 | be | 63 | can | 98 | two |
| 29 | don't | 64 | Liberator | 99 | did |
| 30 | at | 65 | more | 100 | however |
| 31 | he | 66 | need |
| 32 | we | 67 | some |
| 33 | think | 68 | want |
| 34 | one | 69 | years |
| 35 | because | 70 | all |
3. Choose words that appear in children’s literature

• CV corresponds with the 100 Most Frequently Used Words in Children’s Literature Taken from Readers Theater/Language Arts (Swallow)

• CV corresponds with Dolch words lists

http://www.k12reader.com/dolch-word-list-sorted-by-frequency-by-grade.html
http://www.timelessteacherstuff.com/HFWords/HFWordList1to100.html
4. Choose words across a variety of language functions

- **Greeting** - what's up, mama
- **Parting** - later, see you later
- **Request assistance** - help, do
- **Existence** - that, this, look, see
- **Nonexistence** - away, all gone, no more

- **Rejection** - no, stop
- **Comment** - mean, big, like
- **Cessation** - stop, different
- **Recurrence** - more, again
- **Directive** - go, stop, get, put

http://www.vantatenhove.com/files/NLDAAC.pdf
**A Review of Semantic and Pragmatic Functions with Vocabulary Examples**

**Single Word Utterance Level**

<table>
<thead>
<tr>
<th><strong>Relational Functions</strong></th>
<th><strong>Context</strong></th>
<th><strong>Form (vocabulary examples)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Greet</td>
<td>people noticed</td>
<td>hello, mama, dada</td>
</tr>
<tr>
<td>Part</td>
<td>people leave</td>
<td>bye bye, goodbye</td>
</tr>
<tr>
<td>Request Assistance</td>
<td>used to request assistance with an event</td>
<td>help, do</td>
</tr>
<tr>
<td>Recurrence</td>
<td>used to both request &amp; comment</td>
<td>more, another</td>
</tr>
<tr>
<td>Naming/Labeling</td>
<td>used to name or label objects and people, giving information</td>
<td>doggie, milk, shoe</td>
</tr>
<tr>
<td>Existence</td>
<td>objects or people pointed out, noticed, or found events</td>
<td>uh oh, this, that, there, look, see</td>
</tr>
<tr>
<td>Nonexistence</td>
<td>used to comment on non-existence when existence is expected</td>
<td>no, away, gone</td>
</tr>
<tr>
<td>Disappearance</td>
<td>comment on the disappearance of person or object in the immediately preceding context</td>
<td>away, all gone, gone</td>
</tr>
<tr>
<td>Rejection</td>
<td>used to reject on ongoing object or action</td>
<td>no, stop</td>
</tr>
</tbody>
</table>

From Gail Vantatenhove NLD AAC.pdf
Selecting Fringe or Personal Core Vocabulary

• **Motivational**- what/who does the student really want to talk about?

• **Phonological**- what sounds can the student produce; which sounds are being targeted

• **Academic words**- if student has an objective targeting colors or shapes, these words should be available

• **Words parents are NOT teaching**

• **Opposites**- if staff are targeting "wet" in a toileting routine, why not teach "dry"

• **Thematic Units**- transportation, safety words, growing a garden etc.
What is the goal of CV?

SNUG

Spontaneous
Novel
Utterance
Generation

http://www.youtube.com/watch?v=QqfVAPuGzpI
The Power of Core Vocabulary
What do I do with these words?

- Hanen Approach
- Communication Temptations
- No Tech AAC (sign language, Manual Communication Board)
- Mid Tech AAC (Go Talk, Tech Speak)
- High Tech SGD (Dynavox, PRC, iPad with AAC apps)
- Aided Language Stimulation
Hanen Approach

- teach language in predictable routines
- repeat child’s utterance adding one or two words
- stress significant words by saying them louder or stretching them out longer

- give plenty of wait time
- follow the child’s lead
- take one communication turn for each turn the child takes

Hanen.org
Communication Temptations

Weatherby & Prizant (1989)

• Definition: Setting up the environment to *tempt* the student to communicate with us.

• Rationale: A student is much more likely to communicate if he has a reason for doing so.
Communication Temptations  
(Wetherby & Prizant, 1989)

1. Eat a desired food item in front of the child without offering any to the child.
2. Activate a wind-up toy, let it deactivate, and hand it to the child.
3. Give the child four blocks to keep in a box, one at a time (or use some other action that the child will repeat, such as stacking the blocks or dropping the blocks on the floor). Then immediately give the child a small animal figure to drop in the box.
4. Look through a few books with the child.
5. Initiate a familiar and unfamiliar social game with the child until the child expresses pleasure, then stop the game and wait.
6. Open a jar of bubbles, then close the jar tightly. Hand the closed jar to the child.
7. Blow up a balloon and slowly deflate it. Hand the deflated balloon to the child or hold the deflated balloon up to your mouth and wait.
8. Hold a food item or toy that the child dislikes out near the child to offer it.
9. Place a desired food item or toy in a clear container that the child cannot open while the child is watching. Put the container in front of the child and wait.
10. Place the child’s hand in a cold, wet, or sticky substance, such as jello, pudding, or paste.
11. Roll a ball to the child. After the child returns the ball three times, immediately roll a rattle or a toy on wheels to the child.
12. Wave and say “bye-bye” to a toy upon removing it from the play area. Repeat this for a second and third toy, and do nothing when removing a fourth toy. These four trials should be interspersed through the other temptations, rather than be presented in a series.
13. Have the animal greet the child the first time. Repeat this for a second time and third time, and do nothing when bringing out the animal for the fourth time. These four trials should be interspersed when presented.
14. Put an object that makes noise in an opaque bag and shake the bag. Hold up the bag and wait.
15. Engage the child in an activity of interest that necessitates the use of an instrument for completion (e.g., crayon for drawing, spoon for eating, or wand for blowing bubbles). Have a third person come over and take the instrument, go sit on the distant side of the room, while holding the instrument within the child’s sight and wait.
Examples of AAC

- **Manual communication board** (can have more or fewer words, **customize** to fit your student!)
- **Language building board** (moveable pictures, can ‘**play**’ or ‘**grow**’ language)
- **Sign Language**
- **Voice Output Communication Device (VOCD)** a.k.a **Speech Generation Device (SGD)** with or without dynamic display (ex. Tech talk, dynavox, Ipad with AAC applications)

_Eye gaze CV video_- http://www.youtube.com/watch?v=xatHPazOXw0

_Laser pointing with spelling and CV video_- http://www.youtube.com/watch?v=4EyA9jabpnQ&playnext=1&list=PL4CBC75EB86BDE165&feature=results_main
AAC considerations to keep in mind:

• Should choose language over technology—can you have a conversation with this device or does it just have attractive bells and whistles?

• Promote motor automaticity so I can talk without thinking—Think about typing on computer or shifting your car into gear.

• Give easy access across multiple settings—portable, battery life, ease of use with substitutes/non familiar communication partners
Aided Language Stimulation

The communication partner points out symbols on the communication display as he or she interacts and communicates verbally with the user.

Modeling of the communication system assists the child to establish a visual and auditory understanding of how symbols can be combined and recombined generatively to communicate during routine activities.

Aided Language Stimulation has also proven beneficial for students who are language delayed. This technique provides the communicator with the opportunity to visually process words and symbols being concretely combined to form functional utterances within meaningful routines. Since the printed word accompanies each symbol on the display, Aided Language Stimulation also may assist some children in the development of reading skills.
Aided Language Stimulation
Continued

Aided language stimulation is primarily good verbal language stimulation with visual augmentation.

When providing aided language stimulation for children, Carol Goossens' recommends the following verbal language stimulation guidelines:

1. use primarily single words (symbols) and short grammatically correct phrases (symbol phrases) to talk about what the child is hearing, seeing, doing and feeling
2. use lots of repetition as you describe ongoing events
3. speak slowly, inserting numerous pauses into the conversational flow
4. whenever the child indicates something with a single word (symbol), expand that message into a semantically equivalent two-word (symbol) combination

Aided Language Stimulation Video:
http://www.youtube.com/watch?v=QywUaX99-D4
Literacy and Language Activities
Reading

Core **modified books** with icons and words or words only.

- reading a to z books
- Power point books (tarheelreader.org)
- Library modified books
- Books scanned and modified
She feels sad.

He feels hungry.

He feels angry.
Reading Activities

1. Before reading, prime the group
   • Bring out props from story, pictures from story, talk about events using core vocabulary

2. Read book 10-20 times
   • “Repetition is the mother of Learning”
   • Children look for familiar patterns
   • They are more likely to participate expressively if they are familiar with the material and know they will ‘get it right’

3. Focus on core vocabulary words
   • Point to words as you say/read the book
   • Masked to only show words in literature
   • Emphasizes key words you are teaching in the book

4. Act it out/Class Play

5. Asking/Answering Questions
   • Questions should be descriptive in nature (How is frog feeling?) not referential (What did frog eat?)
   • Child should be able to answer the questions using core vocabulary

6. Sequence pictures from the book
   • generate a word, phrase, sentence to go with each picture in a story retell
Tell me about the wolf. He big; he bad; he want to go in; he mean

What did wolf say? I want in

What did the pigs say? you can not come in

What did the wolf want? eat them; make home go down

How did the pigs feel? afraid/scared

What did pigs do? go away; go in home

What happened at the end? he go away
Writing Activities

1. Fill in the blank sentence in familiar books
2. Given a picture from the book, ask student to formulate a sentence to go with the picture using moveable core words (or transcribe for the student). Give visual cues (colored lines if needed).
3. Books to re-write with blank lines. Visual cues if needed.
4. Sentences to unscramble with moveable icons.
5. Journal with high interest writing prompt
6. Interactive Board Maker + talking core board
Example of Picture Prompt for Journaling

Example of Video Prompt for Journaling

Elephant Bath

He is
Miscellaneous CV Ideas

- Circle time interactive boards
- Cooking activities
- YouTube videos “Tell me about what you saw”
- Teach the symbol/Picture props
- Match word to photograph/icon
- Match photograph to icon
- Bingo Games
- Ipad games (My PlayHome, Cookie Doodle)
- iPad apps (PRC Language Lab- core words, directing activities, plurals, simple sentences; Clicker Sentences)
- Singing songs with CV (repetitive lines with CV; Beatles)
Power Point Recipe Book
Oatmeal

Make some thing good to eat.

Put it in

Open it

Get some water
CookieDoodle
Chocolate Chip

- 2 1/4 cups flour
- 1 teaspoon baking soda
- 1 teaspoon salt
- 2 sticks butter
- 3/4 cup sugar
- 3/4 cup brown sugar
- 2 eggs
- 1 teaspoon vanilla
- 2 cups chocolate chips

Drag ingredients into the bowl.
Make that.

We make a garden.
Resources

1. Pixon Project-
   • teaches core words in units
   • ideas for objectives and lessons that go with each unit
2. AAC language lab
   • link at aaclanguagelab.com
   • developmental language stages
   • teaching resources, lesson plans, language materials library, etc.
3. Vocabulary Planners
Module #1: Initial Mediating and Regulating of Activities

Purpose: To encourage the person to direct the behavior of others and the course of any activity with words instead of behavior.

Target Vocabulary: 10 words
1. again
2. all done
3. all gone/gone
4. different
5. do
6. help
7. look
8. more
9. stop
10. what

Target Syntax/Morphology:
1. AAC User: Produce 1 word utterances.
2. Communication Partner: Use Aided Language Simulation with 2 and 3 word utterances as prompting and response strategies for a range of semantic relations using the target words and additional available words (e.g., agent-action = "I help," action-object = "do that," action-location = "look there").

Suggested Long-Range Goals:
1. The AAC user will ask "what" when he/she doesn't know about an object or activity. (function = request information)
   a. CP will model "what this," "what is," and/or "what do" in response.
   b. CP will model "what is that" and/or "what you do" in response.
2. The AAC user will say "gone" or "all gone" to show that he/she recognizes that something is missing or depleted. (function = disappearance, nonexistence)
   a. CP will model "it gone" or "that all gone" in response.
3. The AAC user will call attention to something that is "out of the ordinary" using a word, such as "look." (function = existence, request action, direct attention)
   a. CP will model "look that" or "look there" in response.
Vocabulary Planner

Scripted Lines for most activities:

One Liners:  help  go  get  put
           eat  drink  stop  more
different  turn  Good  bad

eat
drink

2 words:  want help  you help  I help  help me
         want + activity (swing, bed, music, etc.)
         want + color
         go + location (bathroom, home, playground)
         want + verb (eat, drink, stop)
         want + pronoun (it, you)
         Drink it
         more help
         I all done
         Play + (toy)
         Not + verb (go, drink, put)
         Not more, not different, not all done, not happy, not good

3 + words  I want help  I want more  I want go  I want finished
           I want you  I want work  I want drink  I want play + (toy)
           I want eat + (food)  More eat + (food)  more play + (toy)  go play + (toy)

Communication Function:
X requesting (object/action)  X requesting assistance  X requesting recurrence
X rejecting/refusing  X giving directives  greeting
__ parting  X cessation  __ point out existence
X commenting  __ requesting information
X disappearance/nonexistence
Tools/Materials

• Adaptivelearning.com - boards and interactive boards ready to go
• Reading A to Z
• Tarheel Reader North Carolina
• Pixon Project
• Board Maker + software
• Book stands/acrylic book covers
• Literacy Library/regular school library
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