

Marlene Cummings, M.A. CCC-SLP

Core Vocabulary Instructional Approach to Support Language and Literacy Learning for Students Using AAC

Marlene Cummings, MA, CCC-SLP

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Hello!



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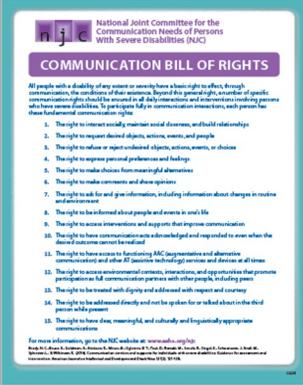
NoteCatcher: <https://bit.ly/VocabularyAbleU>

Interactive Workbook: <https://bit.ly/Vocabworkbook>

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We need the words...



COMMUNICATION BILL OF RIGHTS

All people with a disability of any person or entity have a basic right to free, through communication, the substance of their existence. Beyond this general right, a number of specific communication rights exist for all individuals and relevant assisting persons who have severe disabilities. To participate fully in communication sessions, each person has these fundamental communication rights:

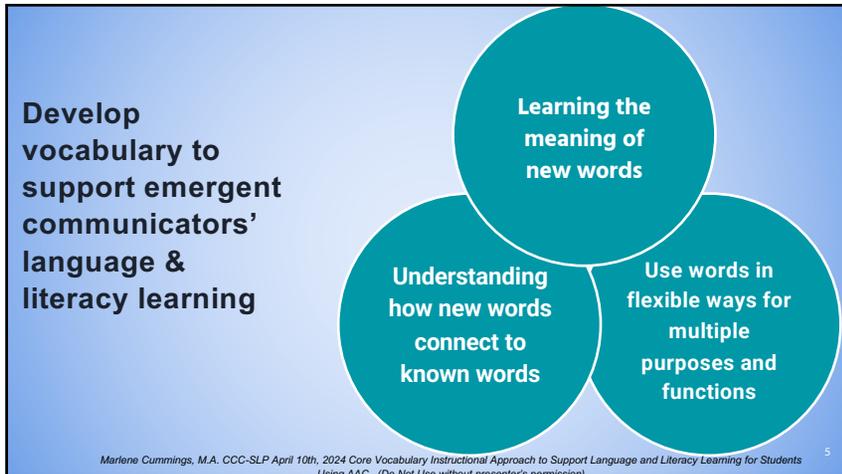
1. The right to interact socially, maintain social discourse, and build relationships
2. The right to request desired objects, actions, events, and people
3. The right to refuse or reject undesired objects, actions, events, or choices
4. The right to express personal preferences and feelings
5. The right to make choices from meaningful alternatives
6. The right to make comments and share opinions
7. The right to ask for and give information, including information about changes in routine and environments
8. The right to be informed about people and events in one's life
9. The right to access interventions and supports that improve communication
10. The right to have communication aids acknowledged and responded to even when the device's outcome cannot be read
11. The right to have access to functioning AAC augmentative and alternative communication and other assistive technology services and devices at all times
12. The right to access environmental context, interaction, and opportunities that promote participation in all communication partners with other people, including peers
13. The right to be treated with dignity and addressed with respect and courtesy
14. The right to be addressed directly and not be spoken for or talked about in the third person with peers
15. The right to have one's meaningful and culturally and linguistically appropriate communication

For more information, go to the NCC website at: www.ncc.org/nc
Book by: Sherry L. Johnson, Elizabeth M. Allen, M.A. CCC-SLP, & Paul R. Kover, M.A. CCC-SLP, CCC-A, CCC-IT, CCC-OT, CCC-PT, CCC-SLP, CCC-T, CCC-V, CCC-W, CCC-Y, CCC-Z, CCC-AA, CCC-AB, CCC-AC, CCC-AD, CCC-AE, CCC-AF, CCC-AG, CCC-AH, CCC-AI, CCC-AJ, CCC-AK, CCC-AL, CCC-AM, CCC-AN, CCC-AO, CCC-AP, CCC-AQ, CCC-AR, CCC-AS, CCC-AT, CCC-AU, CCC-AV, CCC-AW, CCC-AX, CCC-AY, CCC-AZ, CCC-BA, CCC-BB, CCC-BC, CCC-BD, CCC-BE, CCC-BF, CCC-BG, CCC-BH, CCC-BI, CCC-BJ, CCC-BK, CCC-BL, CCC-BM, CCC-BN, CCC-BO, CCC-BP, CCC-BQ, CCC-BR, CCC-BS, CCC-BT, CCC-BU, CCC-BV, CCC-BW, CCC-BX, CCC-By, CCC-BZ, CCC-CA, CCC-CB, CCC-CC, CCC-CD, CCC-CE, CCC-CF, CCC-CG, CCC-CH, CCC-CI, CCC-CJ, CCC-CK, CCC-CL, CCC-CM, CCC-CN, CCC-CO, CCC-CP, CCC-CQ, CCC-CR, CCC-CS, CCC-CT, CCC-CU, CCC-CV, CCC-CW, CCC-CX, CCC-CY, CCC-CZ, CCC-DA, CCC-DB, CCC-DC, CCC-DD, CCC-DE, CCC-DF, CCC-DG, CCC-DH, CCC-DI, CCC-DJ, CCC-DK, CCC-DM, CCC-DN, CCC-DO, CCC-DP, CCC-DQ, CCC-DR, CCC-DS, CCC-DT, CCC-DU, CCC-DV, CCC-DW, CCC-DX, CCC-DY, CCC-DZ, CCC-EA, CCC-EB, CCC-EC, CCC-ED, CCC-EE, CCC-EF, CCC-EG, CCC-EH, CCC-EI, CCC-EJ, 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CCC-XU, CCC-XV, CCC-XW, CCC-XX, CCC-XY, CCC-XZ, CCC-YA, CCC-YB, CCC-YC, CCC-YD, CCC-YE, CCC-YF, CCC-YG, CCC-YH, CCC-YI, CCC-YJ, CCC-YK, CCC-YL, CCC-YM, CCC-YN, CCC-YO, CCC-YP, CCC-YQ, CCC-YR, CCC-YS, CCC-YT, CCC-YU, CCC-YV, CCC-YW, CCC-YX, CCC-YY, CCC-YZ, CCC-ZA, CCC-ZB, CCC-ZC, CCC-ZD, CCC-ZE, CCC-ZF, CCC-ZG, CCC-ZH, CCC-ZI, CCC-ZJ, CCC-ZK, CCC-ZL, CCC-ZM, CCC-ZN, CCC-ZO, CCC-ZP, CCC-ZQ, CCC-ZR, CCC-ZS, CCC-ZT, CCC-ZU, CCC-ZV, CCC-ZW, CCC-ZX, CCC-ZY, CCC-ZZ

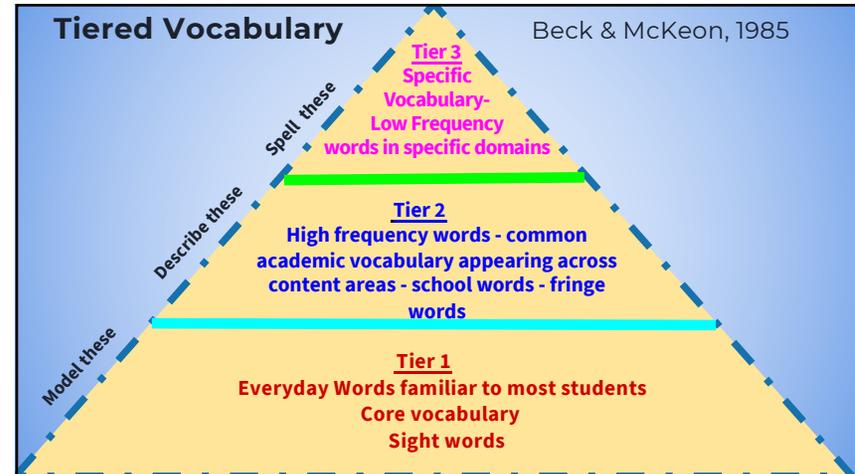
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Robust Vocabulary Instruction Considerations

- Begin with tier 1 words (AAC users) - with a long range goal on Tier 2 words
- Teach the meaning (concept) of the word in varied context/use
- Connect new words to known words
- Visually represent the word and symbol
- Compare and contrast
- Students novelly generate the word in flexible ways

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Vocabulary Learning Considerations

- Explicit vocabulary instruction
- Aided language input
 - Showing communicator what they could say
 - Demonstrating how communication works
- Frequency of use
- Motor planning

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Teaching Vocabulary



- Explicit vocabulary instruction should be a part of every AAC learner's intervention program.
- Students must explicitly be taught the meaning and use of the words they communicate

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Explicit Vocabulary Instruction for Beginning Communicators & Emergent Literacy Learners

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Know the “essence” of a word - it's functions - how and where to use it

Circumlocution - in a roundabout manner

Use WORDS to talk about WORDS

Dr. Karen Erickson

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- Describe the most important Tier 3 words using Tier 1 words
- Describe Tier 2 words with Tier 1 core vocabulary words and begin to add or navigate to Tier 2 words
- Model Tier 1 words everyday, everywhere, in every subject

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Enhanced Alphabet Routine- Explicit Alphabet Instruction

- **Enhancing Alphabet Knowledge Instruction:** Research Implications and Practical Strategies for Early Childhood Educators, Jones, Clark, & Reutzel, 2012
- **General education** alphabet instruction routine
- Designed to teach recognition of a **closed set of graphic symbols (letters) that can be represented in a variety of ways**
- **Cycles through the set** with flexible opportunities to emphasize key symbols
- **Associates each symbol with its functional use** and how it can be combined with others

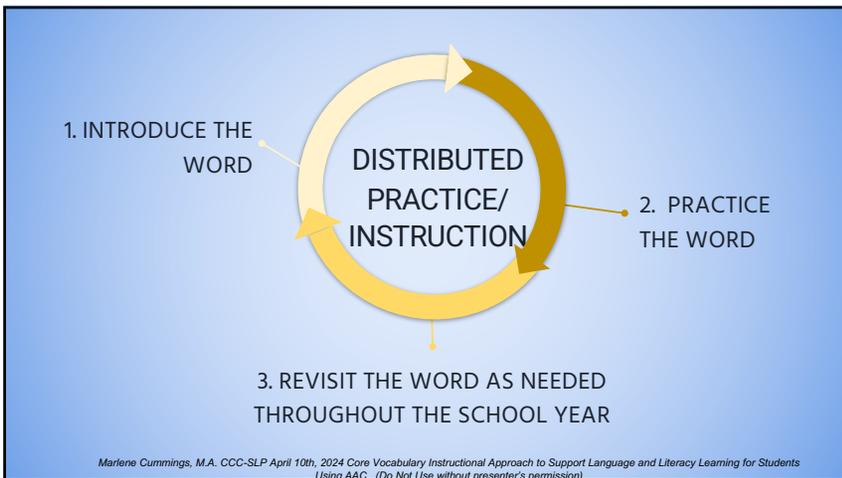
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Enhanced Alphabet Knowledge Instruction: Research Implications and Practical Strategies for Early Childhood Educator

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Why Not Core Word of the Week?

You will only get through the entire core once

It will be May before you get there

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DISTRIBUTED PRACTICE/INSTRUCTION: CORE WORD OF THE DAY



- Teach each core word 5 times
- Plus 19 core words taught 6 times

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Word of the Day Routine

- Step 1 – Choose a word (preferably set of 5 new and known)
- Step 2 – Choose activities and props
- Step 3 – Choose core phrases to model or demonstrate
- Step 4 – Teach the word
 - show word, describe icon in detail, find on core and device, model generated phrases
- Step 5 – Connect to Text

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Here is a great example of “Word of the Day



Youtube.com Vocabulary Instruction: OPEN

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Step 1: Choose a NEW Word

For Students generating single words:



Brainstorm sets of words and the **meaningful functions** you can demonstrate

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Move to "Core Word of the Day"



Group your current "Word of the Week" activities into 5 sets. Move through them systematically.



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Step 1: Choose a NEW Word (from the set of 5)

For Students generating 2-3 word phrases:



Consider 1-3 brief student friendly **definitions** your students can connect to.

- Word Hippo
- Merriam-Webster Learner's Dictionary
- Kids.Wordsmyth

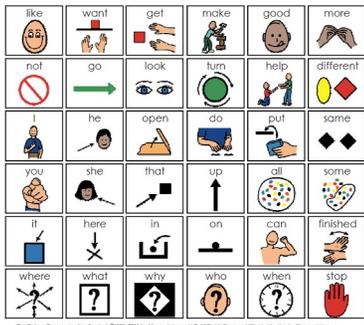
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Idea: Think of the 5 words in each week as a SET

Strategically choose 5 words for each week:

- Pick 1-2 of those words that your students know (known words)
- Score the core is an easy way to discover the known words



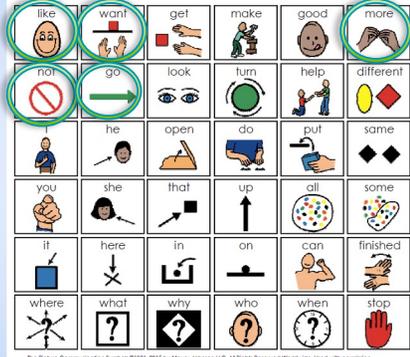
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5 Words Strategically Chosen

Core Words	Core Word Phrases	Core Word Phrases +Fringe
Want	Want more	Want more juice
More	Like more	Like more cookies
Like	Not more	Not more blocks
Not	Not like	Not like gym
Go	more	Not like more playground
	Want go	Want go
	Go more	Car Go more
	Not go more	Not go more
	Not go	
	Like go	



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Step 2: Choose your props



Hands-on-learning works

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Step 3: Choose PHRASES to MODEL

- Brainstorm all **phrases** where you can use the new word
- See how many of those phrases connect the **NEW** word with words students are familiar with(**known**)

Create **flexible, not rigid communicators**

Core Words	Core Word Phrases	Core Word Phrases +Fringe
Want	Want more	Want more juice
More	Like more	Like more cookies
Like	Not more	Not like blocks
Not	Not like more	Not like gym
Go	Want go	Not like more
	Go more	Want go playground
	Not go more	Car Go more
	Not go	Not go more
	Like go	

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Possible phrases generated from core words representing the functions of communication

Requests
I want that
Do more that
Open it
You do it

Commenting
I like that
My turn
I finished
No like that
That look yucky

Communicative Purposes
Light, J., & Rodriguez, E. (2021). Communicative purposes for AAC users: A conceptual model and communication intervention for students with communication impairment. Augmentative and Alternative Communication, 35, 1-18.

- To express needs and wants
- To gain and share information
- To build and maintain social relationships
- To participate in social etiquette
- Intentional play

Communicative Functions
From: Total Augmentative Communication in the Early Childhood Classroom (Lundquist, 2002)

- Directed attention-related attention
- Shared interest/turn taking
- Calling attention
- Requesting items
- Labeling as a comment
- Labeling as a request
- Denying or protesting
- Relating thoughts/relating an event
- Relating thoughts/relating an event
- Using social greetings and partings
- Initiating conversation with a question or comment
- Directing action of another person
- Social comments, responsiveness to appropriate comments
- Commenting on appearance and disappearance of objects or people
- Calling attention to self/achievement
- Accepting or rejecting
- Requesting for things/questions that relate to desires
- Requesting assistance
- Using praise and thanks
- Responding to simple questions
- Requesting things into longer utterances to expand an idea
- Using a modifier to clarify and describe
- Using words to repair/clarify
- Asking simple questions
- Social praise and comments
- Repeating message when not understood
- Using other words or strategies to be phrases when misunderstood
- Asking for
- Indicating past or future
- Responding to actions that relate to characteristics of items
- Delivering message: If item, remember, go to another person to relay message

Refuse & Reject
No
All done
No help
I no want that

Seeking information
What you want?
Do you like me?
Where get help?
Who do you like?

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Step 4: TEACH a New word Explicitly

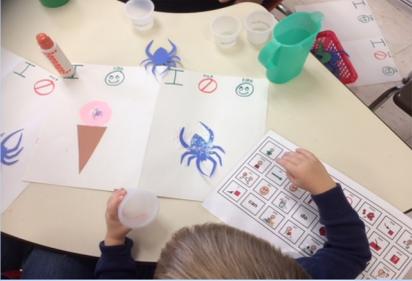
- Introduce** the new word & its relationship to known words
 - Show the word & identify each letter
 - Describe the icon in detail & draw attention to specific details
 - Find on core boards and devices
 - Model pre-generated phrases in varied contexts and
- Teach** the meaning (concept) of the word using comments, questions & requests. Compare & contrast the word to others
- Elaborate** on **new words**, their functions & meanings in activities that are interactive, engaging and rich in context

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Make vocabulary instruction interactive, engaging & fun!



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Step 5: Connect to TEXT

Connect it to text - find a book that has your core word/s in it several times & is highly engaging to your students





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Create a Vocabulary Lesson

Choose the core word/s	Choose your props	Choose the phrases you will be modeling	List the function you will be demonstrating	Choose your text
Turn Help Put In Finished	Game - connect four Pop Up Pirate Use hand tools Hokey pokey Light switches Getting a turn on the smart board	My turn Your turn Turn finished Turn where I want turn Turn play Turn the chip to put in Turn it over Turn it on Turn around	Request Comment Inform Seeking information directive	<i>Turn</i> by Kristen Strong https://tarheelreader.org/2017/09/18/turn-3/

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Let's try creating a lesson

Core Vocabulary – Explicit Instruction Lesson Plan

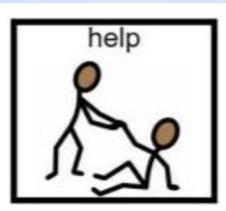
Choose core word/s (5)	Choose activities & props	Choose phrases to model	Choose function to demonstrate	Choose text

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Sample “Core Word of the Day” Slidedeck



Slide deck created by Eva McDermott

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CORE WORD OF THE DAY INSTRUCTIONAL ROUTINE



1. Identify the graphic/symbol:
 - a. Introduce the new word and its relationship to known words. Draw attention to the picture and specific characteristics.

“Today, we are going to learn about the word (symbol name). This symbol represents the word (symbol name).” Point to the symbol on the display. Show students the symbol on their individual core boards.
 - b. “Let’s practice saying (symbol name).” Point to and say the symbol name three times.

*Note: For students who access core word symbols via scanning or other means, model and support practice with their access method.
2. Use the word in multiple contexts:
 - a. “(Symbol name) can be used in many ways.” Provide multiple examples of how the word can be used. Try to offer examples from as many different purposes or semantic relations as possible.
3. Practice using the word:
 - a. “Let’s practice using (symbol name) together.” Complete a quick activity (e.g., making a toy car go, spinning a top, activating switch activated music player, playing the drums) or practice the word during a classroom routine (e.g., setting up/lesson/activity, hand washing, snack).
 - i. Guide students in practice. Do not require students to use the core word/no hand-over-hand, imitation, etc.)
 - ii. Respond to students’ communicative attempts.
 - iii. Role play as needed.
4. Connect the word to text:
 - a. Read a short picture book that has the core word in it several times. (Resources: Tar Heel Reader, Boardmaker Core First Learning, Assistiveware Core Word Classroom, etc.)

Vocabulary Instruction Planning Form

Choose core word/s (5)	Choose activities & props	Choose phrases to model	Choose function to demonstrate	Choose text
can	toy car; spinner; book	Can (jump, go, sit, get) I/You can (help, open, read, play) Can it (go, fast, stop)? It can go (here, fast) Can I do it?	Commenting Seeking Information Requesting	I Can Do It! by Steps (Tar Heel Reader)

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Tar Heel Reader as of 2021

- Age & ability appropriate for older readers.
- Books read 14,166,921 times in 211 countries
- Over 77,000 books in 32 different languages
- Books on tons of topics!
- Each book can be speech enabled & accessed using multiple interfaces including touch screens and 1-3 switches

<https://tarheelreader.org/>



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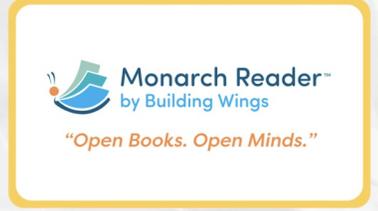
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COMING SUMMER 2024

Tar Heel Reader joins the Building Wings family of literacy instruction resources with a new name and fresh look! Introducing Monarch Reader!

RECEIVE UPDATES ▶ TRY TAR HEEL ▶



“Open Books. Open Minds.”

What is Monarch Reader™?

Monarch Reader is an online library of free books for beginning readers of all ages and adapted books for special education. The website includes a portal for adults to write an online book to add to the collection and share with others. We're honored to add this vast collection of early reader books formerly known as Tar Heel Reader to the Building Wings family of literacy instruction resources.

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Marlene Cummings, M.A. CCC-SLP

Things to Remember



- You must **teach and model** vocabulary if you want students to learn and use it.
- Vocabulary instruction should be **interactive, engaging and rich in context**.
- Using vocabulary in **multiple ways and contexts** will increase student understanding.
- **Combine new words with known words** to increase understanding of both.

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Popular Pre-Made Resources



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Boardmaker Core First Learning



Day 1
Goal: Read the book *Where Did You Go?*

Task 1 - Introduce the word 'go' and the book title.

Instructor says: "We are going to read a new book today. It's called *Where Did You Go?* Write we are reading the book, we can just check out the pictures and words and see what we notice. I'm going to point to the word 'go' as we go along."

Mothers and Babies
A Dog's Life
I Like Food

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AssistiveWare Core Word Classroom



CORE WORD OF THE WEEK
LIKE

WHYS & WAYS FOR LIKE

WHYS (REASONS TO COMMUNICATE)	WAYS (TO USE THE TARGET WORDS)

LITERACY SUGGESTIONS

The following books have repeated lines
Green Eggs and Ham, by Dr. Seuss
What Do You Like?, by Michael Grejniec
I really like Stop, by Mo Willems
Maisy likes Driving, by Lucy Cousins
I like Books, by Anthony Browne
Run like a Rabbit, by Alison Lester
Things I like, by Anthony Browne

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Marlene Cummings, M.A. CCC-SLP

Teaching Core

Are you up for the challenge?

Carole Zangari:

“Teaching core words isn’t quick and it isn’t easy. Core language instruction isn’t simple and it isn’t always intuitive. What it is, though, is powerful. It’s teaching kids to fish for themselves rather than serving them up a plate. It’s laying a foundation so that they will ultimately be able to say what they want at any point in time. It’s worth it.”

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Questions

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