

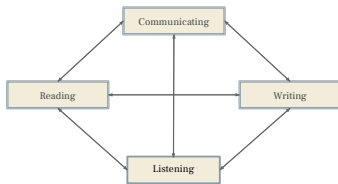
Objectives



- Increase understanding and awareness of Universal Core Vocabulary as it relates to communication and literacy development
- Gain an understanding of the benefits of Universal Core Vocabulary when incorporated in district and state-adopted curriculum
- Be able to name 3 levels of instructional support for utilization of Universal Core Vocabulary within a classroom or therapeutic setting

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Emergent literacy activities can involve everybody.



Koppenhaver et al
(1993)

Learning to read and write



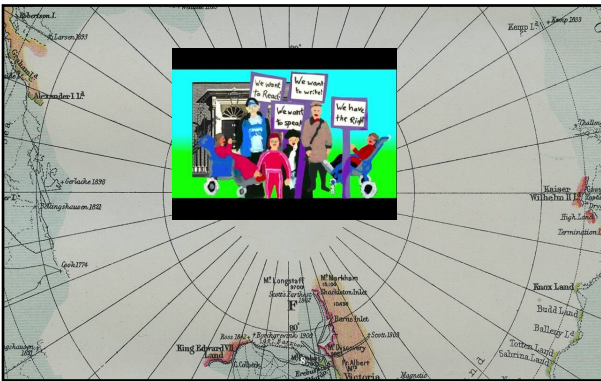
- Enhances cognitive development
- Facilitates fuller participation at school
- Increases employment opportunities
- Supports the use of mainstream technologies
- Facilitates social relationships
- Fosters personal expression
- Provides a meaningful and enjoyable leisure pursuit

For individuals with complex communication needs, learning to read and write also:

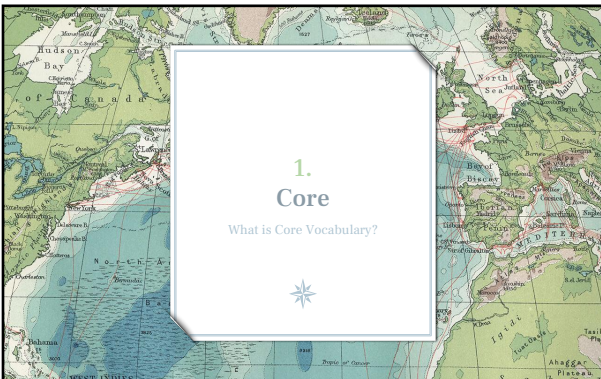
- Provides a means to communicate more effectively
- Has a profound impact on self-esteem
- Has a positive impact on others' perceptions or attitudes



“
Communication is about touching
other people and about having our
lives touched by others.
Communication is about laughing
and arguing, learning and
wondering why, telling stories,
complaining about what is and
what isn't, sharing dreams,
celebrating victories.”
- Janice Light



A cartoon illustration of a group of people standing in front of a building. One person is holding a sign that says "We want to write". Another person is holding a sign that says "We want to speak". A third person is holding a sign that says "We want to play". A fourth person is holding a sign that says "We want to learn".



1.
Core
What is Core Vocabulary?
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A detailed map of the Arctic region, showing various islands, seas, and geographical features. The map is framed by a decorative border.

Universal Core is

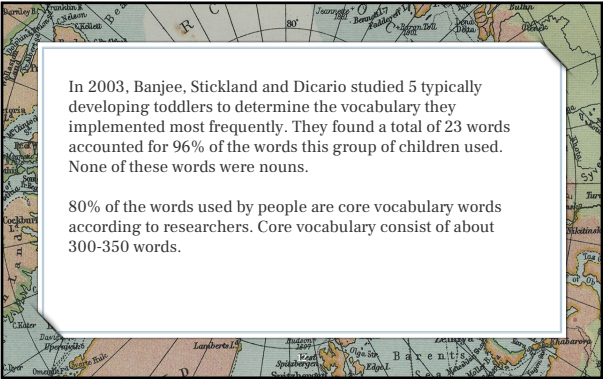
A limited set of highly useful words used in oral and written language, which apply across environments, comprised primarily of pronouns, verbs, descriptors and prepositions.

Dennis, Hatch and Erickson, 2013

A detailed map of the Arctic region, showing various islands, seas, and geographical features. The map is framed by a decorative border.

Why Core?

- Prioritized list of words reflects the intersection of the most frequently occurring words in social communication and the most important expressive vocabulary.
- Words can be combined to increase semantic and syntactic complexity.
- Trade concreteness for dramatic increase in opportunities to teach and learn.
- Frequency with which students would encounter words in written text.

A detailed map of the Arctic region, showing various islands, seas, and geographical features. The map is framed by a decorative border.

In 2003, Banjee, Stickland and Dicario studied 5 typically developing toddlers to determine the vocabulary they implemented most frequently. They found a total of 23 words accounted for 96% of the words this group of children used. None of these words were nouns.

80% of the words used by people are core vocabulary words according to researchers. Core vocabulary consist of about 300-350 words.

Map background showing North America and the Atlantic Ocean.

like	want	get	make	good	more
not	go	look	turn	help	different
I	he	open	do	put	same
you	she	that	up	all	some
it	here	in	on	can	finished
where	what	why	who	when	stop

Project Core's first 36

Vocabulary

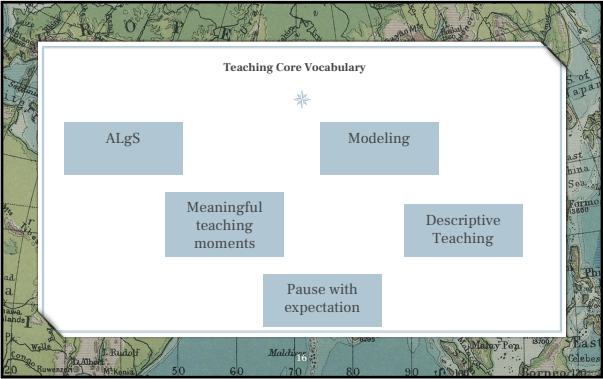
Universal Core
Useful for a wide range of purposes in a variety of contexts on numerous topics

Fringe
Useful for limited purposes in finite contexts on a specific topic

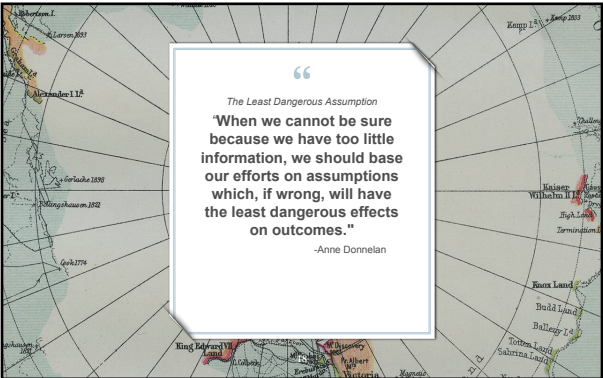
more, put, she, why, go, off, in, open, not, like, out, I, here, stop, do, you, it, on, good, who, want, mine, help, look, when, same, Out, wood, hat, 2, soda, home, Tom, heart, name, doll, swing, music, page, wet, train, green, high, spoon, pizza, glue, 9, Ball, book, paint, bubbles, truck, crayon, dog, headphones, TV, hat, home, heart, name, doll

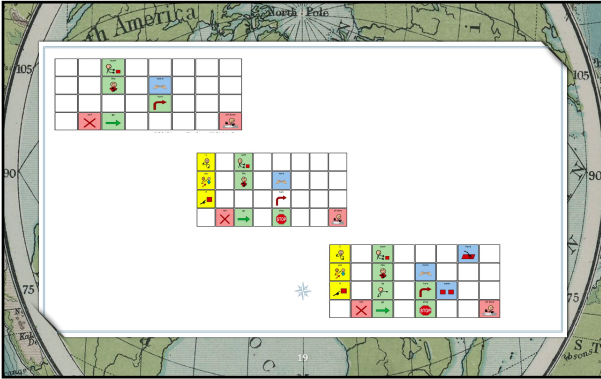
Map background showing the Atlantic Ocean and parts of Europe and Africa.

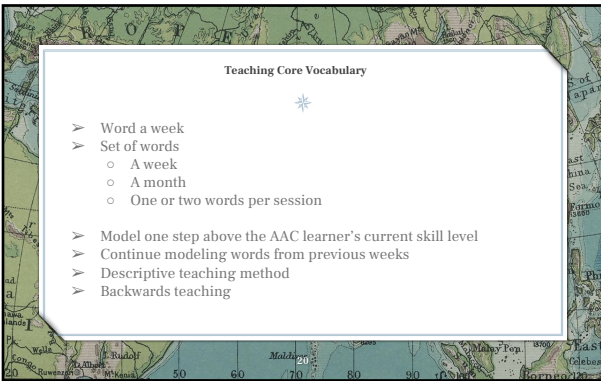
go, stop, me, look, help, where is he, I can finish, not go, like it, look me, what stop, want turn, I help, you not go, make it go, me like

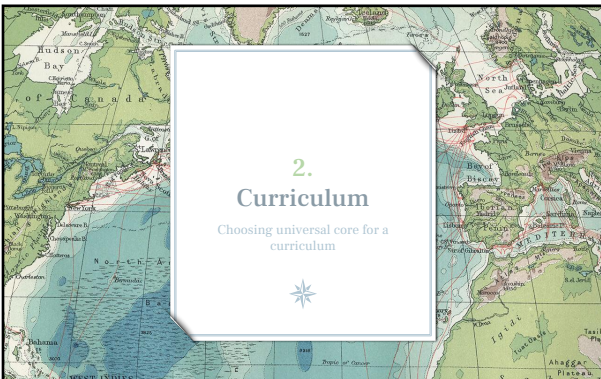












Curriculum

- Read it Once Again**
A comprehensive preschool literacy curriculum

Uses familiar children's literature to provide a solid educational foundation of the basic skills
- PASS & TELL ME**
PASS - phonological awareness curriculum for preschool and kindergarten implementing story books
TELL ME -uses familiar books to support beginning users of AAC.
- Pathways & ELSB**
Pathways to Literacy curriculum relies heavily on objects and adaptive books to systematically build comprehension and picture symbol use.
ELSB includes systematic and direct lessons aiding students to advance at their own pace.

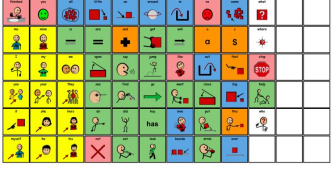
Getting Started

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Choosing an Icon Language

- What system sets are most of the students using?
- What system do most of the district's robust high-tech devices use?
- What system is used in visual supports in the classroom?

Original Pre-K Universal Core Poster



50 60 70 80 90

Examples of Fringe Vocabulary


Fringe Read it again

apple	sheep	seal
img	img	img
pig	llama	kangaroo
img	img	img
crab	goat	frog
img	img	img

Fringe Read it again

three	two	one
3	2	1
grain	plum	pear
img	img	img
orange	food	bread
img	img	img

Shared Reading



Research supports the potential for literacy activities like shared reading to promote the development of early symbolic communication skills (Koppenhaver, Erickson, & Skotko, 2001)

Shared Reading Activity

Read and model AAC (target core)

Ask 'wh' questions, NOT yes/no questions - model

Answer model using AAC

Prompt least to most, using AAC

Cathy Binger and Jennifer Kent-Walsh

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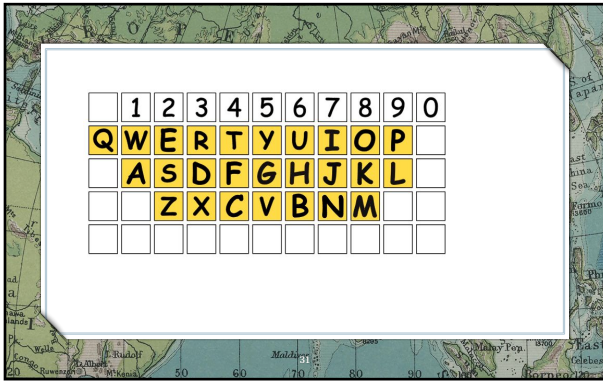
32 Icon Universal Core Low-tech Board

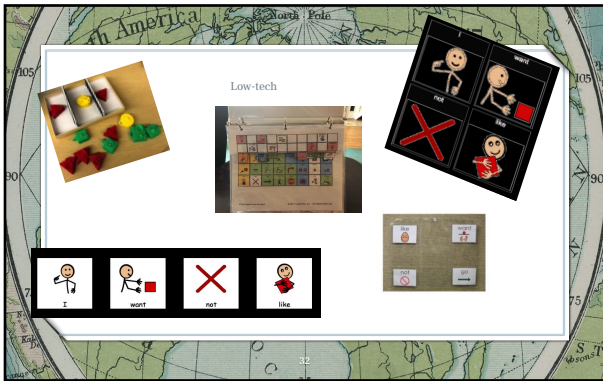
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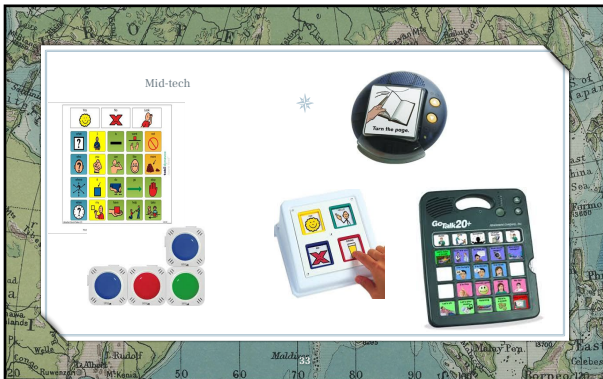
Motor Memory

- Every word has a unique motor plan
- Words stay in the same location
- Automaticity and speed increase over time

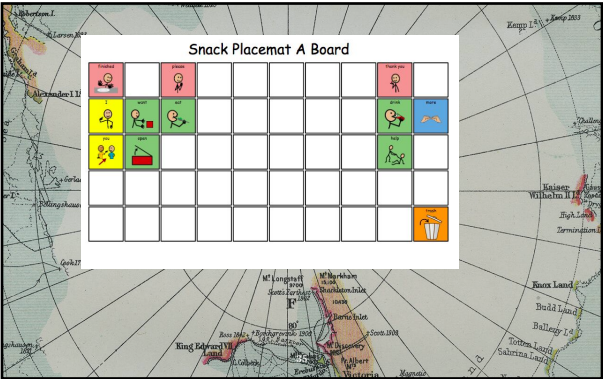
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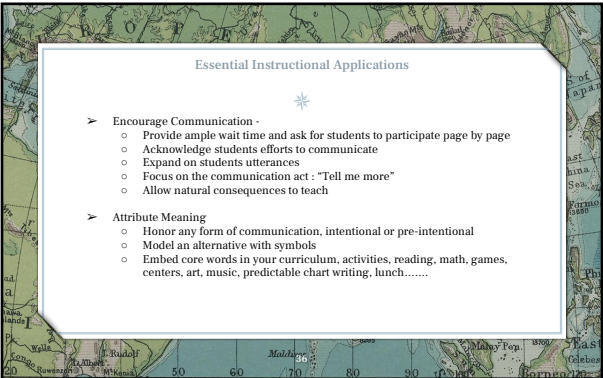


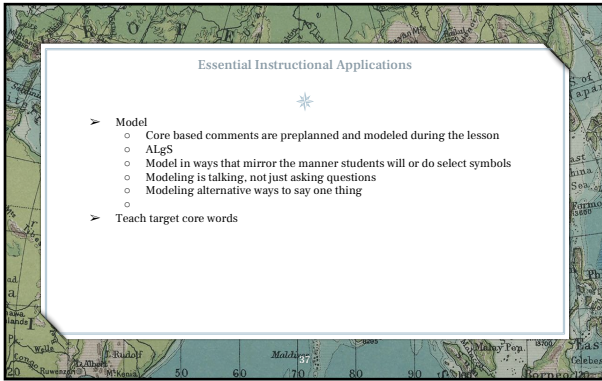












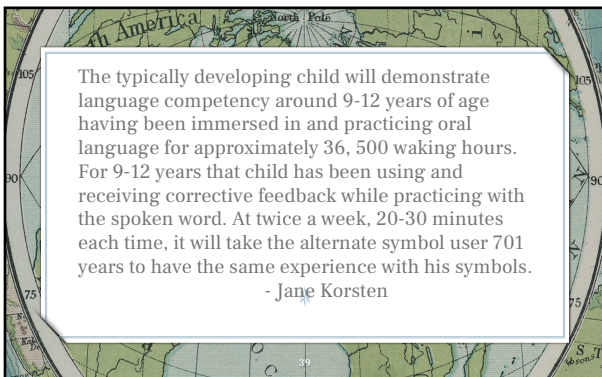
Essential Instructional Applications

- Model
 - Core based comments are preplanned and modeled during the lesson
 - AIGS
 - Model in ways that mirror the manner students will or do select symbols
 - Modeling is talking, not just asking questions
 - Modeling alternative ways to say one thing
- Teach target core words



3.
Communication

All day every day



The typically developing child will demonstrate language competency around 9-12 years of age having been immersed in and practicing oral language for approximately 36, 500 waking hours. For 9-12 years that child has been using and receiving corrective feedback while practicing with the spoken word. At twice a week, 20-30 minutes each time, it will take the alternate symbol user 701 years to have the same experience with his symbols.

- Jane Korsten

OUR PROCESS IS EASY

Review The curriculum

Choose Core vocabulary

Employ In natural events of each day

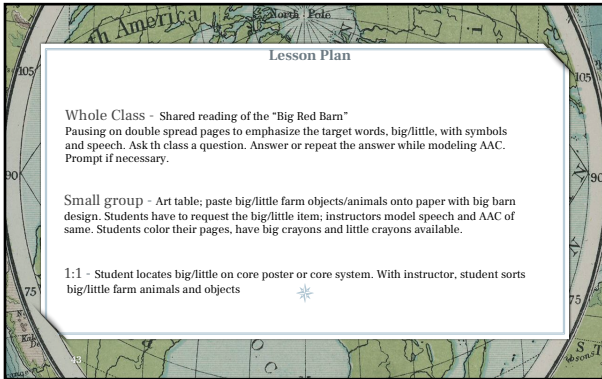
Our teachers and therapists employ 3 different levels of instructional support when using Core Boards

- Whole Class
- Small Group
- 1:1

Lesson Plan

"The Big Red Barn"

- Increase identification of/expressive labeling of objects by size.
- Visually discriminate big/little objects
- Match the big/little symbol to big/little farm animals
- Match the big/little symbol to big/little crackers at snack time
- Snack: big and little crackers/cookies/cut fruit
- Art: Color barn; have available big crayons and little crayons; paste on big and little animals from the story (curriculum provides this)
- Centers: Farm - barn with big and little animals; cars/trucks/trains, big and little; kitchen: big/little pans, food

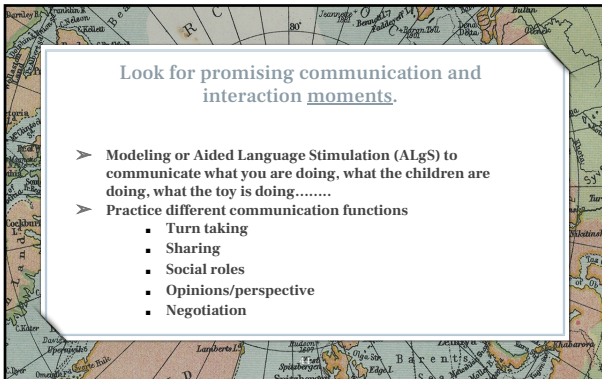


Lesson Plan

Whole Class - Shared reading of the "Big Red Barn"
Pausing on double spread pages to emphasize the target words, big/little, with symbols and speech. Ask th class a question. Answer or repeat the answer while modeling AAC. Prompt if necessary.


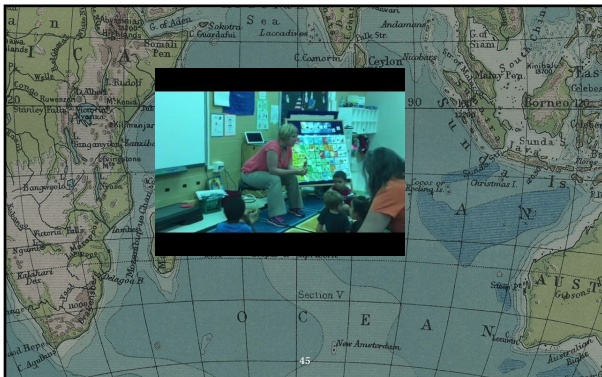
Small group - Art table; paste big/little farm objects/animals onto paper with big barn design. Students have to request the big/little item; instructors model speech and AAC of same. Students color their pages, have big crayons and little crayons available.

1:1 - Student locates big/little on core poster or core system. With instructor, student sorts big/little farm animals and objects



Look for promising communication and interaction moments.


- Modeling or Aided Language Stimulation (ALgS) to communicate what you are doing, what the children are doing, what the toy is doing.....
- Practice different communication functions
 - Turn taking
 - Sharing
 - Social roles
 - Opinions/perspective
 - Negotiation



On each double page spread of the book

- Provide adequate wait time
- Recognize the students' efforts to communicate
- Expand on the students' efforts to communicate
- The teacher comments, while reading, using the Core Vocabulary.

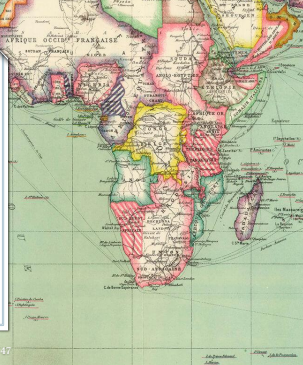
RAAP



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SMORRE'S

- Slow speech rate
- Model parallel talk verbally and AAC
- Reflect and respect
- Repeat
- Expand
- Stop expectant pause

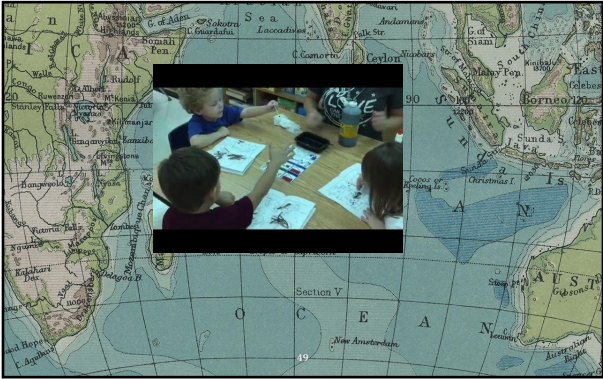


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4 students diagnosed with Severe Communication Disorder

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	Receptive	Expressive	Total # of Words
Student 1	2	4	6
Student 2	8	7	15
Student 3	7	1	8
Student 4	5	4	9

Average length of time for first word acquisition was 3.75 weeks.

"The Impact of Modeling Alternative Communication for Students that are Severely Disabled" Aletha P. Corley

Identifying Teaching Opportunities:

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Teaching Opportunities

Reflection

On instructional practices

Observation

Of naturally occurring opportunities

Using

High interest activities

Shared writing activities

The Big Red Barn

I see one little mouse.

I see one big mouse.

I see one big horse.

I see one little hay.

I see one _____.

1

1

1

1

1 _____

Math

Same is not equal (=)

Use 'is'

5 is more than 1

5 is big(ger) than 1

5>1

1 and 1 is 2

1+1=2

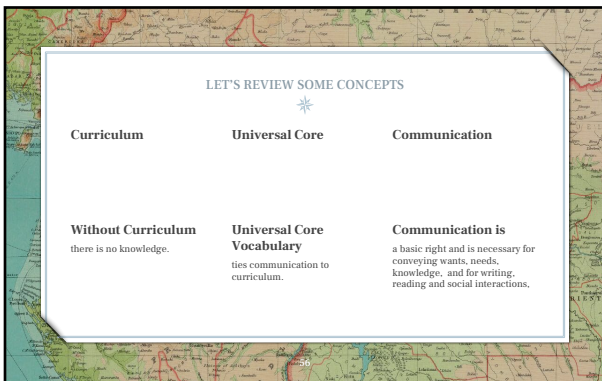
1 is little than 5

1<5



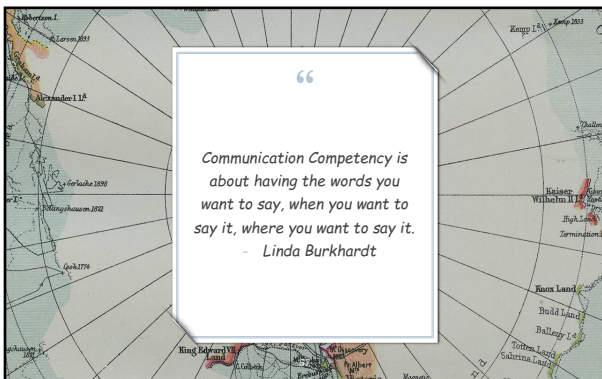
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- It is through meaningful interactions across reading, writing, and other instructional activities that students begin to make progress in using symbolic language to communicate for multiple purposes across multiple contexts.
Geist, Hatch and Erickson



LET'S REVIEW SOME CONCEPTS

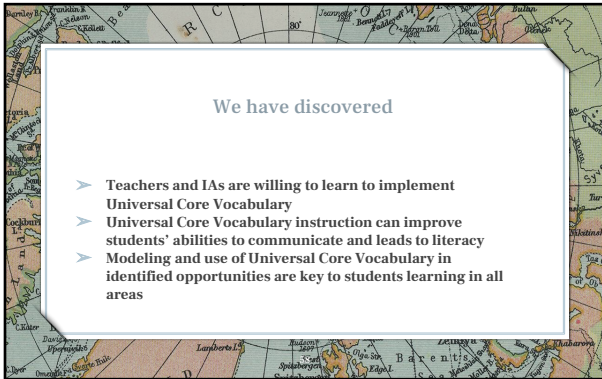
Curriculum	Universal Core	Communication
Without Curriculum there is no knowledge.	Universal Core Vocabulary ties communication to curriculum.	Communication is a basic right and is necessary for conveying wants, needs, knowledge, and for writing, reading and social interactions.



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Communication Competency is about having the words you want to say, when you want to say it, where you want to say it.

- Linda Burkhardt



We have discovered

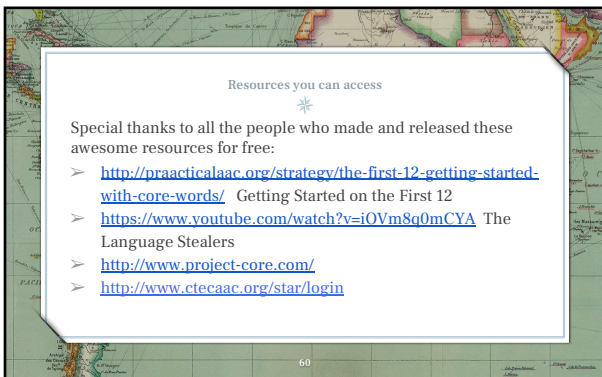
- Teachers and IAs are willing to learn to implement Universal Core Vocabulary
- Universal Core Vocabulary instruction can improve students' abilities to communicate and leads to literacy
- Modeling and use of Universal Core Vocabulary in identified opportunities are key to students learning in all areas



THANKS!

Any questions?

You can find me at tbowe@lexington1.net



Resources you can access

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Special thanks to all the people who made and released these awesome resources for free:

- <http://practicalaac.org/strategy/the-first-12-getting-started-with-core-words/> Getting Started on the First 12
- <https://www.youtube.com/watch?v=iOVm8q0mCYA> The Language Stealers
- <http://www.project-core.com/>
- <http://www.ctecaac.org/star/login>

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Resources Continued

- https://www4.esc13.net/uploads/relatedservices/docs/Routines_with11_CoreVocab.pdf.
- <http://aaciiteracy.psu.edu/index.php/page/show/id/1/index.html>
- <http://aacianguagelab.com>
- <https://www.assistiveware.com/blog/teaching-core-words-building-blocks-communication-and-curriculum>
- <http://www.vantatenhove.com/papers.shtml>

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- Lori Geist, Karen Erickson, Lisa Erwin-Davidson and Penny Hatch. "Classroom-Based Core Vocabulary Instruction for Students With Significant Cognitive Disabilities and Complex Communication Needs" ASHA 2016
- Penny Hatch, Lori Geist, Karen Erickson, Claire Greer, and Lisa Erwin-Davidson. "Using Core Vocabulary in Emergent Literacy Instructional Routines" ATIA 2017


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