

AAC* & Core Vocabulary



Mara Rogers, M.S., CCC-SLP

Northeast Metro Intermediate School District 916



*Augmentative & Alternative Communication

Schedule

ABC
AAC Basics

Core Vocab

Core Implementation
?
Questions?

AAC Basics

Core Vocabulary Introduction

Core Vocabulary Implementation

Summary/Resources/Questions



What is Augmentative and Alternative Communication (AAC)?

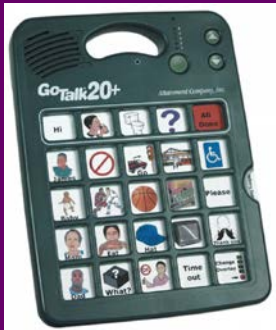


- AAC includes all forms of communication (other than oral speech) that are used to express thoughts, needs, wants, and ideas.
 - Sign language, gestures, communication apps, communication books, picture symbols, speech generating devices, etc....

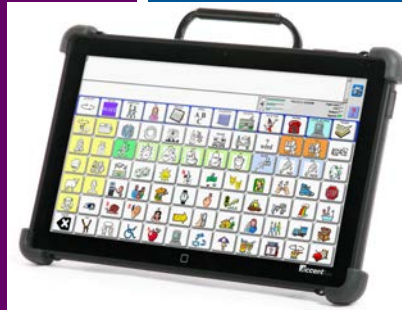
What are the different types of AAC?



- Low-tech AAC
 - Picture boards, CORE boards, PECS books, communication strips, gestures, pointing, ASL
 - Battery operated voice output systems
 - Big Mack switch, Step-by-Step switch, GoTalk



What are the different types of AAC?



- High-tech AAC
 - Speech Generating Devices (SGDs) / Voice Output Communication Aids (VOCAs)
 - iPads (communication apps), Dynavox devices, Talk to Me Technologies devices, Prentke Romich devices



Who requires AAC?



- Any student whose verbal speech and language is not functional for meeting their wants/needs
 - Nonverbal, limited verbal, verbal but highly unintelligible
- ANY nonverbal student can learn to use and benefit from AAC
 - There are **NO** prerequisites



Definitions for today

- AAC: using symbols to communicate
 - Sign = sign
 - Gestures = gestures
- Nonverbal or AAC user: nonverbal, limited verbal, verbal highly unintelligible, any person who may need, benefit from, or use AAC

def·i·ni·tion



Core Word
Learning:
I Need
Access to:

Words You Will
Be Teaching Me
Soon

Words
I Am
Learning
Now



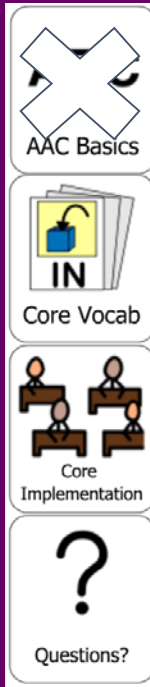
Words I
Already Know

How do you decide what to use?!?!?

- How do we know what vocabulary to provide to someone who uses AAC??
 - Your speech language pathologist can help!
- This is where core vocab is key.
- AAC for now and AAC for the future.



Schedule



~~AAC Basics~~

Core Vocabulary Introduction

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A quick poll

Show of hands!

- Who knows what core vocabulary is?
- Who uses core vocabulary?





Core vocabulary

- Small set of high-frequency words
- Can be used across many contexts
- Flexible!

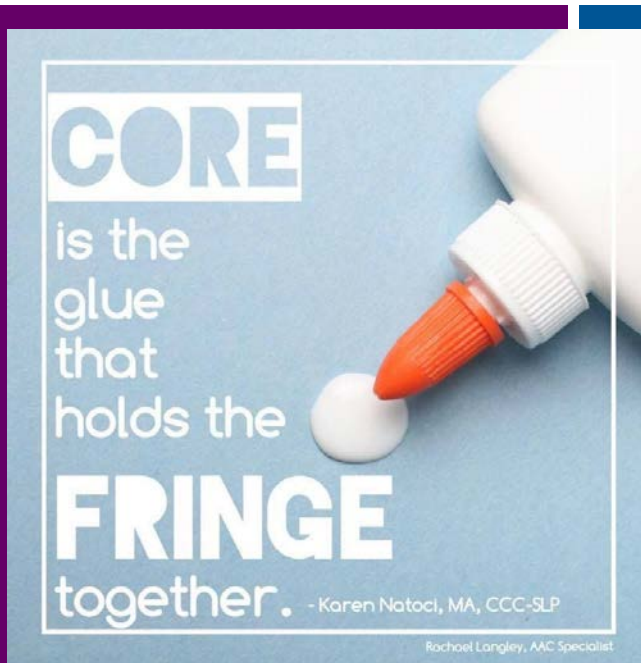


Core vocabulary

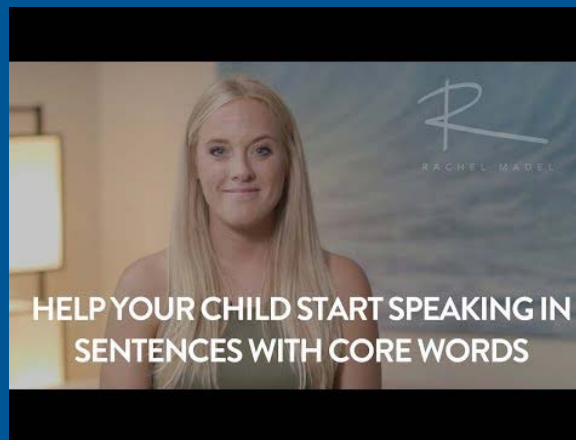
85% of spoken language is
made up of 250-300 words



What about other words?



- Not core vocabulary = fringe vocabulary
- Also important! But less high-frequency





Core vocabulary

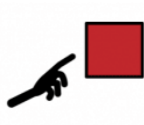
- Build expressive AND receptive language skills
- Using core to communicate
- BUT still teaching fringe to build receptive knowledge



Core vocabulary examples

- Can be low-tech or high-tech
- Personalized per student, or more general for teaching

can



can

you

give






































































it

to

me

Home



 I	 is	can	 will	 do	 have	 help	 what	 where	 how	 more
 you	 we	 want	 need	 like	 get	 to	 with	 now	 not	 all done
 he	 she	 stop	 go	 come	 take	of	 here	 in	 good	 different
 it	 this	 eat	 play	 make	 give	 for	 there	 out	 bad	1 one
 they	 that	 see	 look	 say	 put	 on	 off	 up	 down	 all
the	a	 think	 know	And It The WORD Up Little Words	 Describe	 Fun	 Time	 and	but	 some
 People	 Actions	 Places	 Things	 Food	 Feelings	 Chat	 Help	 because	if	 More...



Speak button with speech bubble icon

Large white text input field

Clear button with list icon and 'X'

Delete button with 'Abc X' icon

Share button with arrow icon

Back button with left arrow icon

what: question mark icon

I: person icon

is: horizontal line icon

want: hands holding a red cube icon

tell: two people talking icon

not: red prohibition sign icon

All Word Lists: notepad icon

Core Words: target icon

who: head with question mark icon

you: person hugging themselves icon

can: person flexing arm icon

like: face with smile icon

take: person taking something icon

more: pile of red cubes icon

Personal: person icon

QuickFires: flame icon

where: question mark with arrows icon

it: blue square icon

do: hands doing something icon

go: green arrow icon

think: head with gears icon

a: lowercase letter 'a' icon

Little Words: 'on', 'if', 'but' icons

Topics: speech bubble icon

when: clock with question mark icon

he: person with arrow icon

have: hand holding red cube icon

stop: red hand icon

see: eyes icon

and: ampersand icon

Description: person with fire icon

Keyboard: keyboard icon

why: question mark on black diamond icon

she: person with arrow icon

help: person helping another icon

put: hand putting something in a box icon

say: two people talking icon

the: black triangle icon

Date & Time: clock icon

Dashboard: gear icon

how: question mark on white triangle icon

we: two faces icon

will: clock icon

get: hands getting something icon

find: person finding something icon

that: arrow pointing to square icon

Punctuation: '.,!?' icons

Questions: plus sign icon

People: plus sign icon

give: person giving something icon

make: person making something icon

Actions: plus sign icon

this: arrow pointing down to square icon



















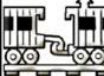

















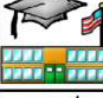
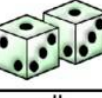

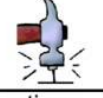
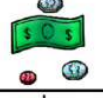

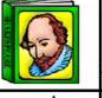




















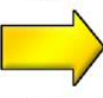

















Word Forms: 'ABC', 'ABS', 'ABD' icons



















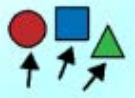

























Could you repeat that please





Vocab


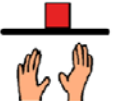
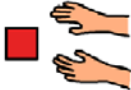

































Menu

finished 	mine 	little 	up 	yes 	good 	some 	no 	down 	out 	off 	bad 
me 	my 	wear 	am 	please 	that 	and 	in 	what ? word	a 	+s 	there 
I 	we 	are 	is 	were 	was 	on 	to 	SPELL/NU 1 2 3	an +er 	the +est 	end 
you 	they 	new 	play 	like 	work 	have 	feel 	read 	more 	fast 	stop 
it 	he 	want 	all 	come 	time 	do 	go 	get 	big 	color 	help 
she 	look 	slow 	hear 	think 	right 	said 	live 	love 	follow 	ride 	put 
CLEAR	not 	talk 	sit 	eat 	find 	make 	need 	drink 	watch 	turn 	sleep 

ABC 123	PEOPLE 	QUESTN ?	ACTIONS 	SOCIAL 	PLACES 	TIME 	GROUPS 	DESCRB 	good 
clear	I 	me 	to	come 	that 	a-	the	and +	more 
.	my 	is	eat 	drink 	finish 	get 	all 	at	COLORS 
EXTRA And It The WORDS Up	it 	can	go 	help 	open 	put 	in 	for	on 
here 	you 	do	like 	play 	read 	stop 	out 	up 	off 
yes 	your 	no X	want 	take 	tell 	turn 	watch 	down 	with

I 	it 	who 	what 	when 	again 	now 	that 	this 	trouble 
me - myself 	my - mine 	not 	come 	do - does - did 	ready 	how 	finished 	all gone 	bad 
you - your 	drink 	eat 	get 	give 	go 	where 	big 	different 	good 
hear / listen 	help 	like 	look / see 	make 	put 	away 	happy 	little 	more 
say / tell 	stop 	take 	turn 	want 	here 	there 	sad 	sick 	silly 



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 

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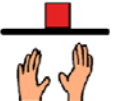
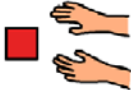

































Considerations for AAC/core systems

- Add a QWERTY keyboard to your core
 - So if the word isn't there you can type it!
- Customize by adding fringe to your core
 - Academic specific (e.g. colors, shapes, animals), student specific (e.g. choices, family members)
- Don't underestimate
- Always have a low-tech back up



What did we choose and why?

- [Project-core](#) 36 location core board
- Evidence based
 - They all are, but this one is well explained
- Pre-made materials
- Connected with four blocks
- Easy to use and implement

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 

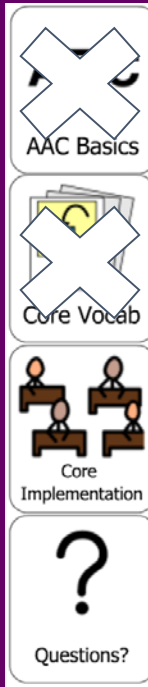
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Core and alternative access

- [Project-core](#) has examples for alternative access
- Including:
 - 3D symbols for LIKE, NOT, and GO
 - Symbols for low-vision
 - 4-location boards for physical impairments
 - In 2X2 and 1X4 layout
- Note - always have all words available, even if it's across multiple pages!

Schedule



~~AAC Basics~~

~~Core Vocabulary Introduction~~

Core Vocabulary Implementation

Summary/Resources/Questions



Core vocabulary implementation



- Attribute meaning
- Encourage communication
- Worthwhile topic/context



Core vocabulary implementation

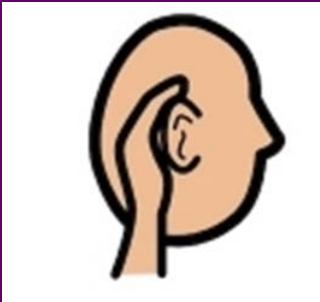
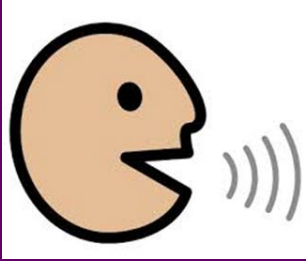
- Teach using consistent core
- Model using the student's system
 - Well designed communication systems will have core vocabulary included
- Two main pieces
 - Explicit instruction
 - Aided language stimulation

Aided Language Stimulation



Simply, modeling language using symbols

Theory behind aided language stimulation



- Typically developing children learn by listening to spoken adult models
- Children who use AAC do not have models in their mode of communication
- AAC users lag behind typically developing children in language acquisition
- Input → Output
 - MISMATCH

Spoken
Language



Spoken
Language

Spoken
Language



??????

Aided
Language



Aided
Language



**BY 18 MONTHS
babies have heard
4,380 HOURS**

**OF SPOKEN
LANGUAGE**

**and we don't expect them
to be fluent speakers**

YET

**If AAC learners only see symbols modeled for
communication twice weekly for 20-30 minutes, it will take**

84 YEARS

**for them to have the same exposure to aided language
as an 18 month old has to spoken language.**

statistic from Jane Korsten - GIAT Listserv 2011

photo by Rachael Langley - AAC Specialist



NORTHEAST METRO
Intermediate School District

916

partners in education



How-to

MODEL MODEL MODEL, TEACH TEACH TEACH



- You are not testing!
- Share information, make comments, ask questions, be social (greetings etc.)
- Can use a variety of different modalities
 - Different symbols (PCS, SymbolStix, Unity)
 - High-tech (iPad, dedicated device, different apps)
 - Low-tech (book, PODD, sheets)



Examples of aided language stimulation


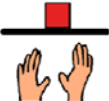
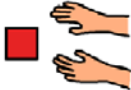





































Let's practice with Core!

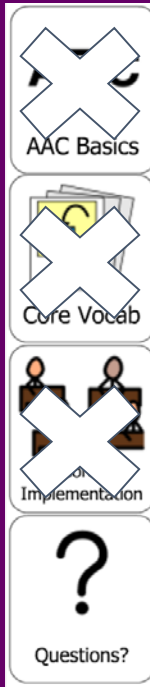


- Choose a class
 - Art, science, or gym
- As a group, we will come up with what you could model during your activity using core!

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 

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Summary



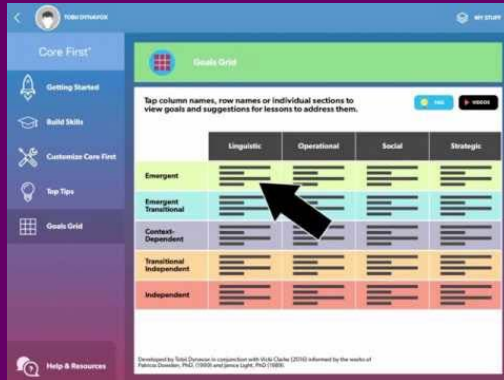
- Accept chaos
 - It won't always make sense
- Attribute meaning
- Be flexible
- MODEL ALL DAY

Please remember



- You can suck at using AAC devices
 - Anything you do, helps the student learn
- No symbol ever hurt someone
 - Just start somewhere!

Resources/References



Pathways for Core First

- Designed for Snap + Core First page set from Tobii Dynavox
 - BUT could be used with any core system
- “Build Skills” has pre-made core vocab lessons for the whole week
- “Goal Grid” can help you decide next target
 - And goals correspond to lessons

Resources/References



- [PrAACtical AAC](#)
 - [Strategies for Aided Language](#)
 - [A Year of Core Words](#)
- [Project Core](#)
- [AssistiveWare Core Word Classroom](#)
- [DLMPD Professional Development Modules](#)
- Pinterest
 - "Core Vocabulary"
 - "AAC Modeling"



AssistiveWare Core Word Classroom

Questions?



Mara Rogers, M.S., CCC-SLP

mrogers@916schools.org

651-415-5542

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