

## CORE Vocabulary & Educational Participation

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CREATE

## AAC Users in Schools

- Recent Focus
  - Emphasis on State Standards
  - Connect Students with grade-level content
  - Modifications & accommodations required
- Perception
  - Poor language development
  - Time limitations
  - Technology intimidation

## Methodology Used in General Classroom?

- Focus
  - Critical concepts
  - Context specific vocabulary
  - Self-made or curriculum-based review/test materials
- Referential approach to learning
  - One word
  - Response oriented

## Vocabulary Pressures

- Situation for AAC users & support team
  - Constantly changing vocabulary
  - Each new unit requires new vocabulary
  - Therapy staff, teachers, aides redesigning vocabulary
  - Fringe vocabulary: lots of new pages
  - Words that are infrequently used

## Vocabulary Pressures

- Effects
  - Changes needed throughout the day
  - Lack of support
  - Danger of abandonment

## Vocabulary Pressures

- Impact
  - Labor intensive support
  - Time consuming
  - Produces stress
  - Preempts other forms of Therapy

## Alternative

- Alternative:
  - Use Core Vocabulary
  - Instead of context specific vocabulary
  - to promote AAC user participation in all learning situations
  - Facilitate Inclusion

## Referential vs. Descriptive Approach

- Shift focus from
  - Referential Qs & As
  - To Descriptive Qs & As
- Select / build Core words
  - Commenting
  - Directing
  - Describing
  - Activity based learning

## Referential vs. Descriptive Approach

- Referential:
  - Q: Who wrote Tom Sawyer ?
  - A: Mark Twain.
- Descriptive:
  - Q: Where did Mark Twain get his ideas for Tom Sawyer ?
  - A: Growing up.

## Referential vs. Descriptive Approach

- “Name 3 animals we saw on our walk” becomes “Tell me something about a squirrel.”
  - Answers: “run up trees”, “run fast”, “eat things that fall from trees”
- Role of SLP:
  - Assist Teacher in phrasing descriptive questions
  - Teach student core words (navigation)

## Effects of Descriptive Approach

- Content
  - Teach core words
  - Already in device
  - How to navigate
  - Instead of new pages
- Allows responses of words which are
  - High frequency
  - Reusable

## Activity Based Learning : Cooking Lesson

– Traditional selection		– Core selection
• Bowl	Turn	it
• spoon	Put	them
• Measuring cup	Is	hot
• Eggs	Up	cold
• Milk	Down	more
• Flour	On	big
• Spatula	Off	little
• Maple syrup	In	not
• Electric frying pan	Over	Bad

## Core Vocabulary

- Core Vocabulary:
  - Makes up ¼ of what adults and children actually say
  - 78% of the words we use daily are drawn from a core of fewer than 400 words

## Core Vocabulary Studies

Population	Study	# Words	% Words Used	Comments
Toddler	Bruner, DeCarlo & Strickland (2003)	26	96.3%	
Pre-School	Jones Sampling, Lincoln NE (1989)	50	60%	
Pre-School	Marvin, Beckstein, Dilyou (1994)	333 most frequent		Marvin Vocab related within Marvin.
Middle Age	Vanderhelen & Keho (1984); Howen (1966)	50	50%	
Adult	Balanda (1999)	100	60%	
65-74 & 75-85	Stuart, Beckstein, & King (1997)	347	78%	
AAC Users	Hill (2001)	250	78%	
Children's Lit	Swallow, Kalk	100 most frequent		Strong correlation to Marvin Study
Pr Readers Theatre	<a href="http://www.simpleteacherstuff.com">http://www.simpleteacherstuff.com</a>	100	50%	
Deich Word List	Deich (1927)	First 5 Lists		Strong correlation to Marvin Study

## Core Vocabulary

- Core Vocabulary is consistent across:
  - Clinical populations
  - Activities
  - Places
  - Demographic groups
- Core Vocabulary
  - Very flexible
  - Statistically dominates daily speech
  - Can speak effectively using just core words

## Vocabulary & Language

- Core Vocabulary Addresses:
  - Places
  - Activities
  - Descriptions
  - Relative Absence of Nouns
- Child Language:
  - Simple Words
  - Complex Combination of Structures
    - Simplicity at one level
    - Lays groundwork for complexity at next level
  - Vocabulary alone does not equate to language

## AAC in Classroom Today

- Current arrangement
  - Are students successful?
  - Hours dedicated to programming context-specific academic vocabulary
  - Will words ever be used again by student?
  - Time devoted to programming detracts from therapy/ instruction

## AAC in Classroom: Descriptive Approach

- Descriptive Method:
  - Less intensive for teachers, clinicians & staff (students use personal vocabularies)
  - New pages do not have to be created
  - Satisfies conventional teaching goals:
    - Communicates comprehension
    - Demonstrate understanding

## AAC in Classroom: Visual Strategies

- Aided Lang. Stimulation
- Strategies
  - Modeling
  - Prompting
  - Responses
- Materials
  - Vocab. display



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## Strategies

- Modeling Strategies
  - Slowly
  - Extend
  - Pair with Speech

## Strategies

- Prompting Strategies
  - Expectant Delay
  - Open Ended prompt
    - Broad
    - Focused
  - Coached prompt
    - Idea
    - Word

## Strategies

- Response Strategies
  - Expand
  - Connect
  - Correct

## A Word About Outcomes

- How many times do I have to model a word before I begin to see the student use that word by himself/herself?

## Visual Strategies + Descriptive Approach

- Observation of current routines

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## Visual Strategies + Descriptive Approach

- Observation of current routines
- Demonstrate the model
- Train on the NALB
- Organize Lessons

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## Lesson Organization

Subject Area: Science, The Nature of Matter	
Textbook/Material Information: Sunshine State Standards - Strand 1, Benchmark 1	
Curriculum Goal: The student knows that objects can be described, classified, and compared by their composition and physical properties.	
Other: knows objects have different properties, can be grouped by properties	
Date Developed: 9-21-07	By: Ms. Martin
<b>Key Concepts of the Lesson</b> 1. Color words 2. Shape words 3. Form words 4. Texture words 5. Size/Weight words 6. Effects of Heating and Cooling	

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## Lesson Organization

Content Words/Vocabulary			
Word/Concept	Meaning/Definition	Context/Definition	Activity/Strategy
Color words	RED	RED	SEEK AND FIND
Shape words	HEX	HEX	SEEK AND FIND
Texture words	HEX	HEX	SEEK AND FIND
Size/Weight words	HEX	HEX	SEEK AND FIND
Form words	HEX	HEX	SEEK AND FIND
Color	HEX	HEX	SEEK AND FIND
Shape	HEX	HEX	SEEK AND FIND
Form	HEX	HEX	SEEK AND FIND
Size/Weight	HEX	HEX	SEEK AND FIND

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## Lesson Organization

Teaching/Testing Plans			
Learning Activities	High Order Skills	Assessment Tools	Strategy
1. Observation of current routines	Observation	Observation	Observation
2. Demonstrate the model	Demonstration	Demonstration	Demonstration
3. Train on the NALB	Training	Training	Training
4. Organize Lessons	Organization	Organization	Organization

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## How Unity Supports Use of Core Vocabulary

- Features in Unity
  - Icon Prediction
  - Activity Row
  - Icon Tutor
  - Vocabulary Builder
  - Contextual Screens (ECO)
  - Simple Toolbox

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