### Augmentative Alternative Communication (AAC) & Core Vocabulary

March 7, 2016 Presented by:

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#### Does the student: Know most of the letters most of the time? Engage actively during shared reading? Have a means of communication and interaction? Understand that writing involves letters and words? **Daily Emergent** Daily Conventional Interventions Interventions Shared Reading Predictable Chart Writing Alphabet & Phonological Awareness Guided Reading (Anchor-Read-Apply) Word Study (Key Words + Word Wall + Making Words) Independent Writing with access to full Writing Independent Reading Communication with symbols + spelling Independent Reading Symbol-based Communication (with few exceptions) From Karen Erickson & David Koppenhaver

Centre for Literacy & Disabilities Studies

# Main Components of Emergent Literacy Symbol Based Communication (AAC) DLM Videos on Communication: Beginning Communicators - http://dlmpd.com/beginning-communicators/ Symbols - http://dlmpd.com/symbols/ DLM Core Vocabulary - http://dlmpd.com/symbols/

# What is communication? Art of Communication



## Complex Communication Needs (CCN)

People who have **complex communication needs** are unable to communicate effectively using/understanding speech alone.



www.cdacanada.com/

# Who are students with Complex Communication Needs (CCN)?

### Augmentative and Alternative Communication (AAC)

AAC is an umbrella term that encompasses the communication tools and strategies used to **supplement** or **replace** speech for those with impairments in the production or comprehension of spoken or written language.



Range of Communication
Skills and Needs
for students
with
Complex Communication
Disorders

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### Augmentative and Alternative Communication (AAC)

Non- aided:

Rely on the Ruser's body to to

convey messages.

Aided:

Require the use of tools or equipment in addition to the user's body.



## Non-aided Methods of Communication

- Vocalizations
- Tone of voice
- Speech
- Facial expressions







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### Non-aided Methods of Communication

- Body Language
- Gestures
- Sign language
- Eye gaze











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Alberta.

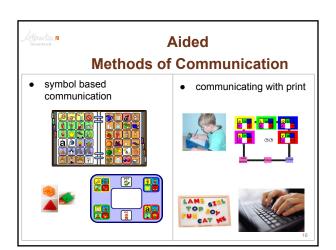
Augmentative and Alternative Communication (AAC)

Aided
Methods of communication

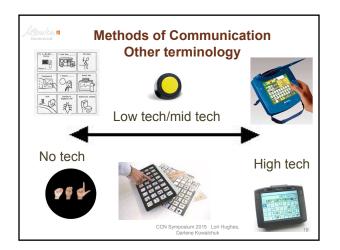


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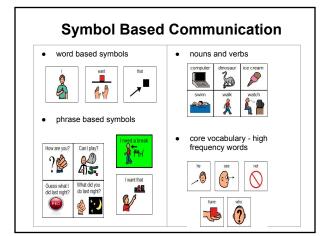








# Augmentative and Alternative Communication (AAC) Aided: Non- aided: Require the use of tools or equipment in addition to the user's body. Rely on the user's body to convey messages.



Request
Protest/Reject
Gain attention
Greetings
Label
Comment
Give directions
Ask and answer questions
Share feelings
Share information, ideas
Give opinions

## Some Purposes for Communicating



### Augmentative Alternative Communication (AAC)

- Picture Exchange Communication System (PECS)
  - mostly nouns and some verbs
  - mainly request or label things





### **Symbol Based Communication**

#### What is a Core Vocabulary?

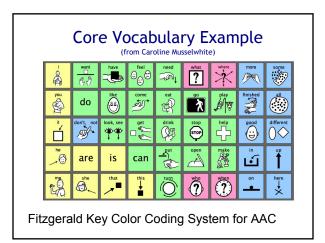
A relatively small set of highly useful words that apply across contexts

85% of spoken language comprised of 250 – 350 words

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### Students needing Augmentative Alternative Communication Supports (AAC) Core versus Fringe Vocabulary

#### Core Vocabulary Fringe Vocabulary high frequency words lower frequency words make up about 75-80% of the words we make up about 20-25% of the use everyday words we use everyday include words for a variety of parts of mostly nouns speech (adjectives, verbs, questions, limited to specific contexts limit student to communicating joining words, etc.) very few 'Core Vocabulary' words are for labelling or requesting e.g., 'dinosaur', 'lego', 'french fries', 'swing', nouns can be used across contexts 'mountain', 'glacier' can be used to communicate a variety of messages (requests, protests, sharing/commenting, labelling, asking/answering questions, etc) e.g. 'l', 'you', 'like', want', see', 'not', Note - Many AAC Core Vocabulary words are also our high frequency sight words used in reading



# AAC Dynamic Learning Maps Core Vocabulary

1.	1	like	not	want
2.	help	it	more	different
3.	who	she	you	he
4.	where	up	on	in
5.	me	make	get	look
6.	what	need	are	is
7.	some	put	all	this
8.	don't	that	go	do
9.	when	finished	can	here
10.	open	turn	stop	over

- Dynamic Learning Maps <a href="http://dynamiclearningmaps.org/">http://dynamiclearningmaps.org/</a>
- List developed through research analysis looking at frequency of words needed for communication purposes
- Note this is not all high Core Vocabulary but a good starting place
- Note many of these words also tend to be high frequency sight words for reading

	DLM™ First	Forty Core	e Words
-1	like	not	want
help	it	more	different
who	she	you	he
where	up	on	in
me	make	get	look
what	need	are	is
some	put	all	this
don't	that	go	do
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### The Power of Core Vocabulary: Life Saving!

By Gail Van Tatenhove



• http://www.youtube.com/watch?v=QqfVAPuGzpI&sns=em

### Are symbols concrete and easy to read/interpret?







Read the symbols below and follow the directions:













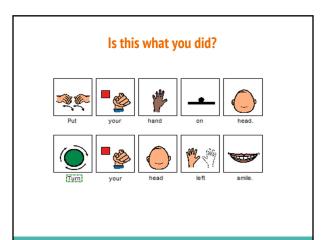


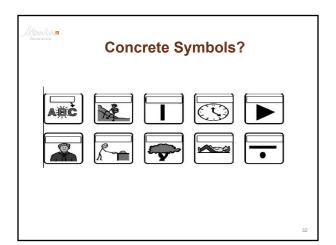


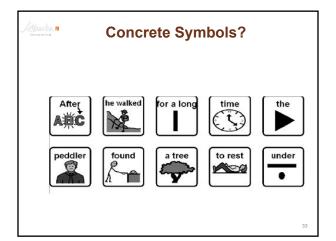


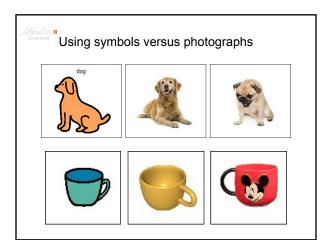




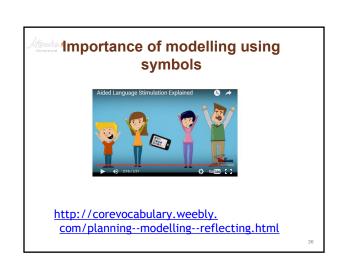








# You Must Teach Students to Use the Visuals Symbols Work after shop



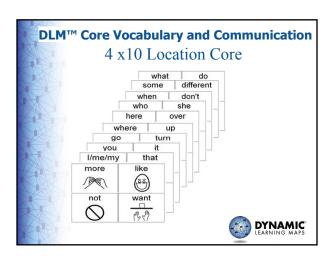
# Importance of modelling using symbols Input Output Spoken Language Output Outp

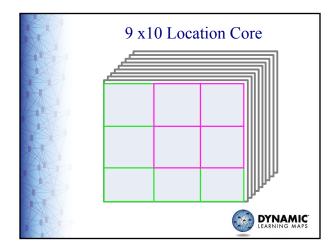
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### Project Core - Core 36







What do I do? My student came already has an AAC system?





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#### **Add Core to PECS**

Picture Exchange Communication System





### Core vocabulary on a High Tech Voice Output Device

If students come with apps with too much vocabulary, consider:

- hiding some words and start modelling first DLM 40 Core vocabulary e.g. only show first 4...8...
- keep all their symbols visible but really focus on teaching a small set at a time (e.g. next week - focus on first 4 core from DLM





### Resources for teaching Core: 'Core Set 1' - I, like, not, want





http://www.angelman.org/



Communication Training Series Find information, schedules, vide Communication Training Series Webinars

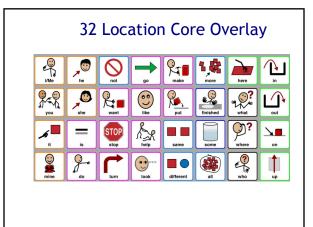
Introduction Set (webinar #'s 1 - 5)

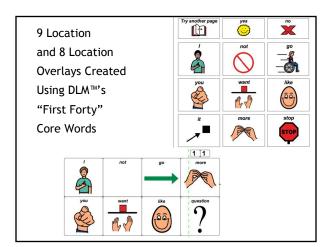




### Project Core - Core 36









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## Aided Language Stimulation Modelling AAC





### **Weebly and Resources**



corevocabulary.weebly.com

### What can I do to support my students with communication?

Some final key points

#### Observe what they are already trying to communicate Communication/Gesture Dictionary

Commi	Communication/Gesture Dictionary				
What child does	What it means	What adult does			
Child says 'appo'	Student wants computer	Acknowledge meaning and take student to computer  Model using a symbol for computer			
Child pulls on his finger	Student needs to go to the bathroom for a bowel movement	Acknowledge meaning and take student to the bathroom  Model using a symbol to communicate this meaning			



### Observe what they are already trying to communicate

Model using symbols to match their message/intent

Behavior IS Communication Escape Behaviors (This is too hard, I don't understand, I need help, I don't like this)



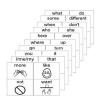




# Communication Partner Strategies

Model and teach using core in daily routines in a systematic way

1.	1	like	not	want
2.	help	it	more	different
3.	who	she	you	he
4.	where	up	on	in
5.	me	make	get	look
6.	what	need	are	is
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# Communication Partner Strategies

• model using AAC - including core & fringe words





## Communication Partner Strategies

- yes/no
- two hand choice
- wait time...
- attribute meaning to their attempts





## Communication Partner Strategies

Use **partner assisted scanning** of choices e. g. Do you want this one? This one?





		what	do
	sor	ne	differen
	whe	n l	don't
	who		she
	here	0	ver
	where	up	
g	0	turn	
you		it	
I/me/m	y tha	at	
more	like		
1	(a)		
not	want		
0	33		

### AAC Core versus Fringe Vocabulary

We need to provide more **low tech** access to vocabulary for our students

'If an AAC system mainly consist of **nouns and descriptors**, we are limiting these students to using communication displays that allow them to **request and label**.'

'So, in the best communication world, AAC users would have access to core and fringe vocabulary so that they have maximum communication power no matter where they are, who they are with, or what they are doing'.


### THANK YOU!

For more information, please go to:

- www.dynamiclearningmaps.org
- www.angelman.org
  - <a href="http://praacticalaac.org/strategy/join-together-core-fringe-vocabulary/">http://praacticalaac.org/strategy/join-together-core-fringe-vocabulary/</a>

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