Emerging Literacy for Students with Significant Disabilities
(Karen Erickson and David Koppenhaver)

DLM™ Core Vocabulary and Communication

March 21, 2016
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Share about how you have explored core vocabulary since January
Emergent Literacy for Students with Significant Disabilities

Dr. Karen Erickson & Dr. David Koppenhaver

- [http://www.med.unc.edu/ahs/clds/](http://www.med.unc.edu/ahs/clds/)
- [http://dynamiclearningmaps.org/content/professional-development](http://dynamiclearningmaps.org/content/professional-development)
Emergent to Conventional Literacy Interventions

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?

Yes

Daily Conventional Interventions
Guided Reading (Anchor-Read-Apply)
Word Study (Key Words + Word Wall + Making Words)
Writing
Independent Reading
Communication with symbols + spelling

No

Daily Emergent Interventions
Shared Reading
Predictable Chart Writing
Alphabet & Phonological Awareness
Independent Writing with access to full alphabet
Independent Reading
Symbol-based Communication (with few exceptions)
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/
Complex Communication Needs (CCN)

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

- word based symbols
  - [Image of symbols]

- phrase based symbols
  - [Image of symbols]

- nouns and verbs
  - [Image of symbols]

- core vocabulary - high frequency words
  - [Image of symbols]
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
Students needing Augmentative Alternative Communication Supports (AAC)  Core versus Fringe Vocabulary

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

- 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’s™ ”First 40”

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<thead>
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<th>1.</th>
<th>I</th>
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Introducing a New Word

http://dlmpd.com/dlm-core-vocabulary-and-communication/
The LANGUAGE STEALERS

- We want to read!
- We want to write!
- We want to speak!
- We have the right!
Practice with Core: Activity 1

(Large group - predicting using core)
Practice with Core: Activity 2 - Emergent Writing

(Groups of 2 - generating ideas before writing - using core)
Practice with Core: Activity 2 - Emergent Writing

(Groups of 2 - writing after students brainstormed ideas using core)
Resources and Brainstorming ideas for teaching Core:

Choosing activities to teach specific Core
Resources for teaching Core: ‘Core Set 1’ - I, like, not, want

http://www.angelman.org/
Resources for teaching Core:
‘Core Set 1’ - I, like, not, want

Communication Training Series Webinars

+ Introduction Set (webinar #’s 1 - 5)
  - Core Set 1 (webinar #’s 6 - 7)

6. Introduction and First Set Four Core
with Caroline Musselwhite and Erin Sheldon.
Mac & Tablet users view recording here.
Handouts:  Presentation | Like Not Like | We Like Each Other

7. Communication Practices: Core Vocabulary 101
with Maureen Nevers
Like, Not Like

Reed A. Booke

I like earrings

Jane Farrall
We Like Each Other

Reed A. Booke
Resources for teaching Core:
‘Core Set 3’ - who, she, you, he

http://www.angelman.org/

DLM’s™ “First 40”

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Communication Training Series Webinars

- Introduction Set (webinar #’s 1 - 5)
- Core Set 1 (webinar #’s 6 - 7)
- Core Set 2 (webinar #’s 8 - 12)
- Core Set 3 (webinar #’s 13 - 15)
- Core Set 4 (webinar #’s 16, 17 & 21)
- Core Set 5 (webinar #’s 22 - 25)
- Core Set 6 (webinar #’s 26 - 29)
- Core Set 7 (webinar #’s 30 - 34)

Find information, schedules, video recordings and handouts.
Resources for teaching Core:
‘Core Set 3’ - who, she, you, he

http://www.angelman.org/resources-education/communication-training-series/

13. Core Set 3: Describing Words
with Erin Sheldon and Caroline Musselwhite
Mac & Tablet users view here
Handouts: Presentation

14. Reading as Communication: Selecting Books
with Caroline Musselwhite and Erin Sheldon
Handouts: Presentation

15. Communication Practices: Non-directive language, engineering environments
with Erin Sheldon
Mac & tablet users watch on YouTube
Handouts: Presentation
Resources for teaching Core:
‘Core Set 3’ - who, she, you, he

- He Likes She Likes
  Caroline Musselwhite

- He likes cats.

- She likes to sun.

- She likes to sing.

- She likes rats.

- He likes to run.
Resources for teaching Core: ‘Core Set 3’ - who, she, you, he

So how do we USE this?
Explore new words: ‘CAKE!’ ‘YUM!’
Model through retelling: ‘WHO do YOU think ate it?’
Describe: ‘IT looks good!’
Reflect: student grins
‘Are you telling me YOU LIKE cake?’
Expand: Student: LIKE

Your Turn: How do we USE this
Model through retelling:
‘__________________________’
Describe: ‘__________________________’
Reflect: student laughs:
‘I think you’re saying ____________’
Expand: Student: WHO
Parent: ‘__________________________’
Resources for teaching Core: ‘Core Set 3’ - who, she, you, he

Leisure and Hobbies

Sharon Ting

We Blew It

Reed A. Booke
Resources for teaching Core:
‘Core Set 3’ - who, she, you, he

Who is jumping?  Who is sliding?  Who is skipping?

He is jumping.  She is sliding.  They are skipping.
Now how are you going to do these types of activities with your kids???
Resources and Brainstorming ideas for teaching Core:

Looking at a specific activity and choosing core to model in that activity
Choosing CORE Vocabulary: “Activity-First” Approach

Motivating Item/Activity Or Lesson Topic

Math

Associated Questions

HOW MANY?
HOW MUCH?
CAN I?

Words to Initiate or Request Recurrence
GO
MY TURN
MORE

Words to Negate or Express Cessation
DON’T WANT
ALL DONE
STOP

Describing Words (adjectives, adverbs, prepositions)
MANY, FEW, UP, DOWN
A LOT, LESS, MORE
SAME, DIFFERENT

Associated Nouns
MATH
NUMBER
BEADS, BLOCKS

Is there a more general way to say the action?
GO: count, add, DO: add, measure
TAKE AWAY: subtract

Who/What does the action?
I/ME
YOU
IT/THAT, THIS

Action Words (What does it do? What do you do with it?)
COUNT ADD
MEASURE SUBTRACT

How do you feel about it? (words to comment; interjections)
UH-OH! FUN
LIKE IT, DON’T LIKE
EASY, HARD

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http://saltillo.com/implementation/chat/25
Choosing CORE Vocabulary: “Activity-First” Approach

Motivating Item/Activity Or Lesson Topic

Social

Words to Initiate or Request Recurrence
- HELLO
- MY TURN
- MORE

Words to Negate or Express Cessation
- GOOD BYE
- SEE YOU LATER
- STOP
- I HAVE A PROBLEM

Associated Questions
- WHERE GO?
- WHAT THAT?
- HOW ARE YOU?

Words to Comment on Feelings
- UH-OH!
- SWEET
- LIKE IT
- COOL FUN

Action Words
- COME
- PLAY
- LOOK
- LISTEN
- TELL
- TOUCH

Is there a more general way to say the action?
- SAY: tell

Who/What does the action?
- I/ME
- YOU
- IT/ THEY

Describing Words
- (adjectives, adverbs, prepositions)
- NICE, GOOD, BAD
- EXCITED, SCARED
- HAPPY, SAD, MAD

Associated Nouns
- PEOPLE
- PLACES
- THINGS

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http://saltillo.com/implementation/chat/25
Choosing CORE Vocabulary: “Activity-First” Approach

Motivating Item/Activity Or Lesson Topic

Associated Questions

WHAT THAT?

Words to Initiate or Request Recurrence

MORE

Words to Negate or Express Cessation

STOP

Describing Words (adjectives, adverbs, prepositions)

Associated Nouns

Action Words (What does it do? What do you do with it?)

Is there a more general way to say the action?

Who/What does the action?

How do you feel about it? (words to comment; interjections)

http://saltillo.com/implementation/chat/25
Remember ...

It is critical that we:

• Select highly useful vocabulary
• Teach students the meaning of words and symbols
• Model use of the AAC system
• Expand language and AAC systems over time
AAC
Core versus Fringe Vocabulary

‘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’.

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.’

http://praacticalaac.org/strategy/join-together-core-fringe-vocabulary/
Weebly and Resources

CORE VOCABULARY
WHAT IS CORE? CORE VOCABULARY IN ACTION RESOURCES

is can put open make
look, see get drink stop help
http://dynamiclearningmaps.org
Ideas to present:

- explore weebly and watch another aided lang stim video?
- First 4 - and use David’s ‘I like, I do not like’,
- 3rd 4 - who, he, she, we - great for using photos of peers (motivating) He Blew it, Who=some person
- Ali likes???
- do Guided reading with David’s ‘fairy tale story’ - predict only using core
- ???add re phrase based messages we should add for behaviour (from CCN - behav is commun???)
- angelman web...
- saltillo activity planning sheet
- handouts
- core 36/grey scale
- dlm core first 400 - page 1
- one of saltillo sheet? ‘blank sheet’ 2 sided with ‘moving beyond 1 word’
- something to write on
- Treva to bring sample AAC boards