

# Emerging Literacy for Students with Significant Disabilities

(Karen Erickson and David Koppenhaver)

## DLM™ Core Vocabulary and Communication

March 21, 2016

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- Cathie Graves-Evan (SLP)



**DYNAMIC™**  
LEARNING MAPS

Share about how you have  
explored core vocabulary since  
January

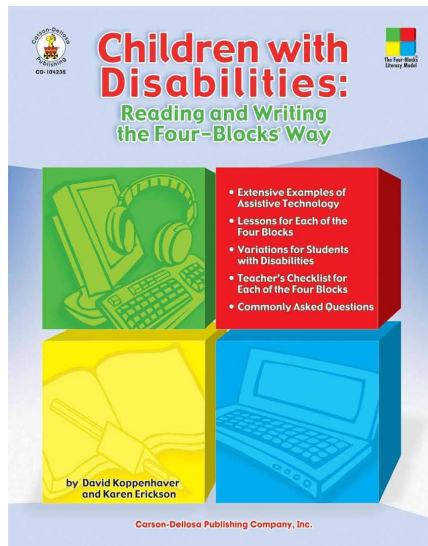


**DYNAMIC**  
LEARNING MAPS

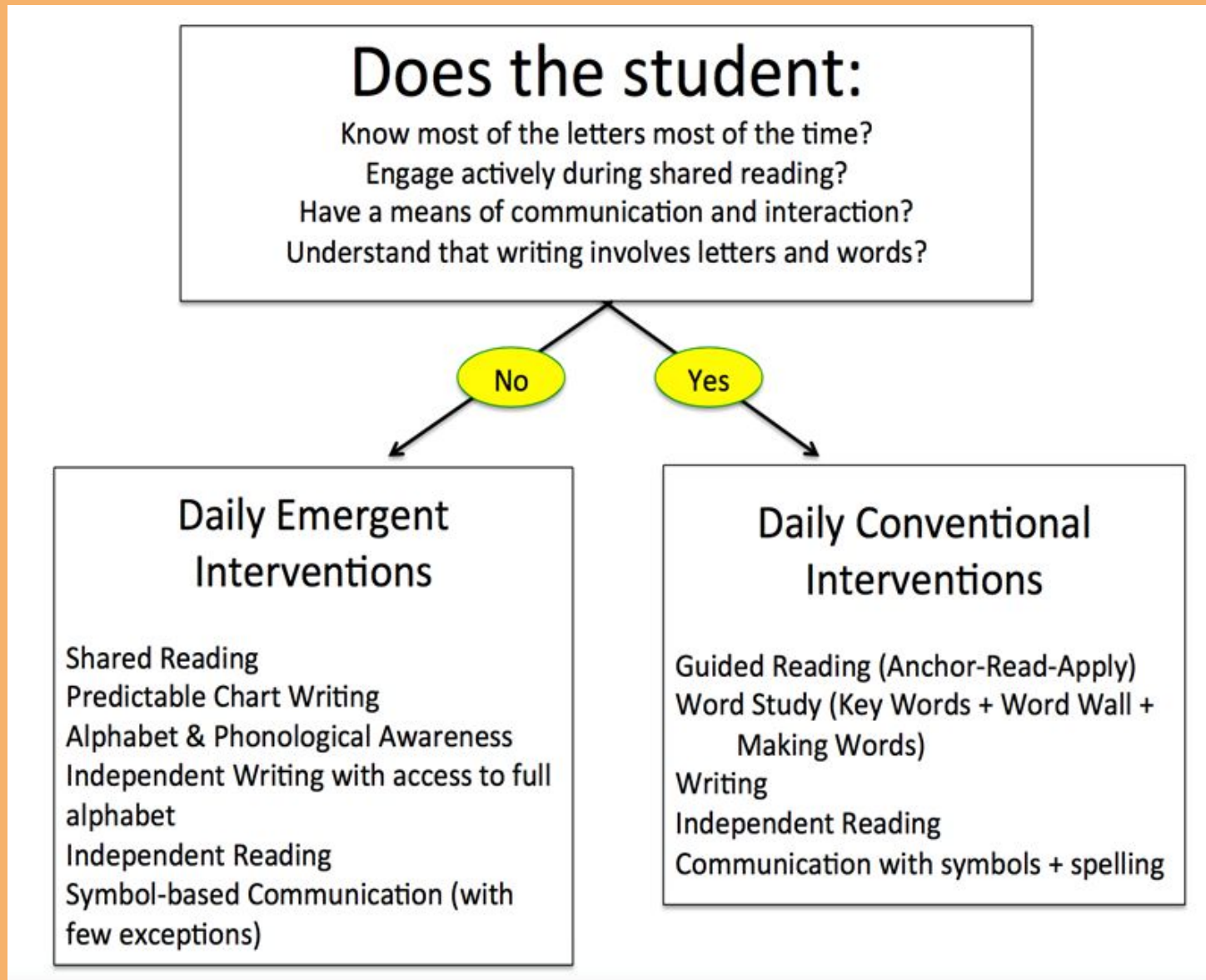
# Emergent Literacy for Students with Significant Disabilities

Dr. Karen Erickson & Dr. David Koppenhaver

- <http://www.med.unc.edu/ahs/clds/>
- <http://dynamiclearningmaps.org/content/professional-development>



# Emergent to Conventional Literacy Interventions



# 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/dlm-core-vocabulary-and-communication/>
- Supporting Participation in Discussions: <http://dlmpd.com/supporting-participation-in-discussion/>



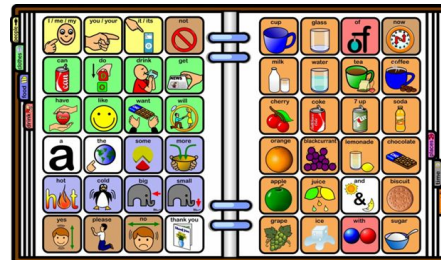
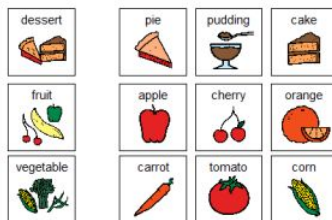
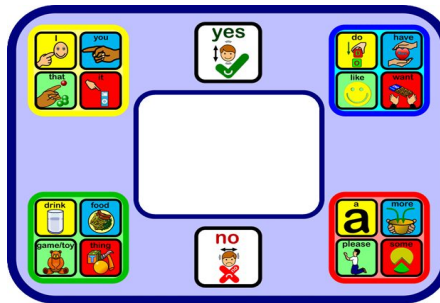
# Complex Communication Needs (CCN)

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:**

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

**Non- aided:**

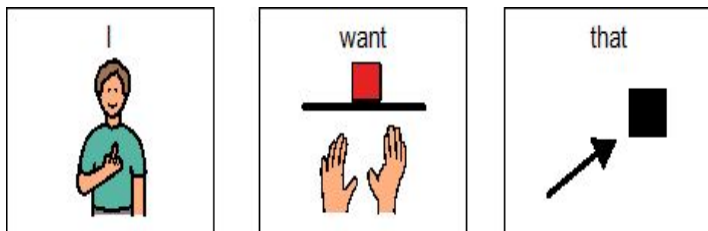
Rely on the **user's body** to convey messages.



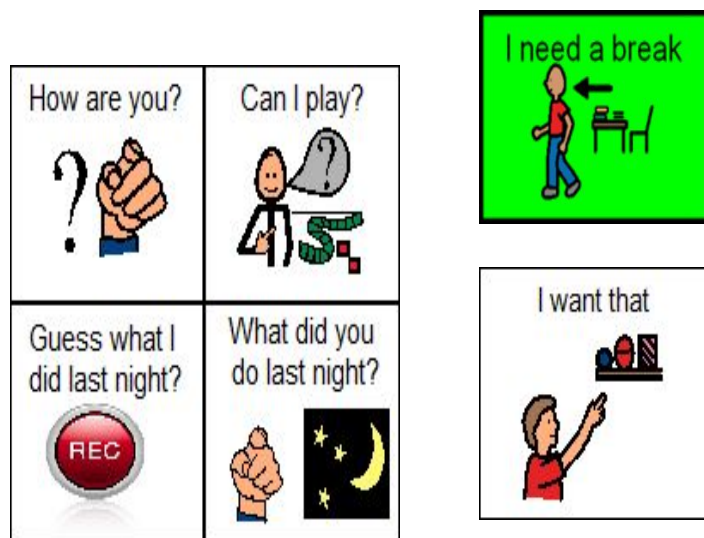


# Symbol Based Communication

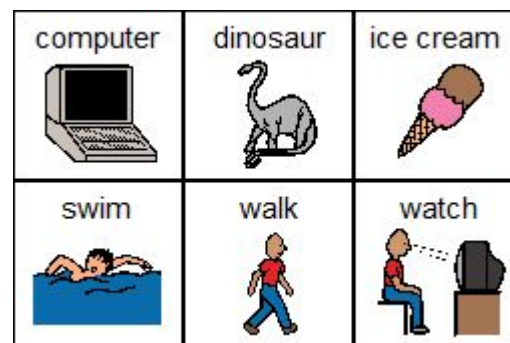
- word based symbols



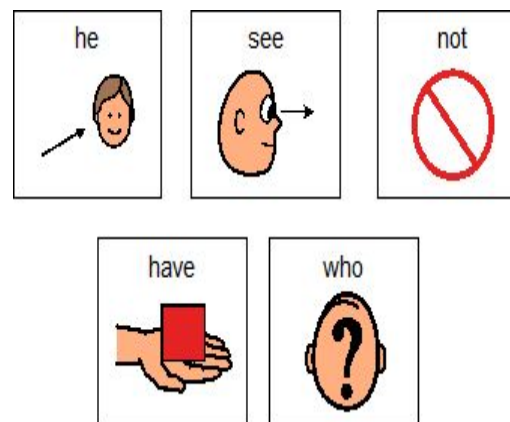
- phrase based symbols



- nouns and verbs



- core vocabulary - high frequency words




# 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**

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

Core Vocabulary	Fringe Vocabulary
<ul style="list-style-type: none"><li>● high frequency words</li><li>● make up about <b>75-80% of the words</b> we use everyday</li><li>● include words for a variety of parts of speech (adjectives, verbs, questions, joining words, etc.)</li><li>● very few 'Core Vocabulary' words are nouns</li><li>● can be used across contexts</li><li>● can be used to communicate a variety of messages (requests, protests, sharing/commenting, labelling, asking/answering questions, etc)</li><li>● <b>e.g. 'I', 'you', 'like', 'want', 'see', 'not', 'where'</b></li><li>● Note - Many AAC Core Vocabulary words are also our high frequency sight words used in reading</li></ul>	<ul style="list-style-type: none"><li>● lower frequency words</li><li>● make up about <b>20-25% of the words</b> we use everyday</li><li>● mostly <b>nouns</b></li><li>● limited to specific contexts</li><li>● limit student to communicating for labelling or requesting</li><li>● <b>e.g., 'dinosaur', 'lego', 'french fries', 'swing', 'mountain', 'glacier'</b></li></ul>  <p>The image shows a green communication board with several icons and labels. The icons include a pair of glasses, a yellow square, a bowl of food, a purple box, a person, and a yellow square. The labels include 'glasses', 'yellow', 'bowl', 'purple', 'person', and 'yellow'. The board is placed on a wooden surface.</p>

# AAC


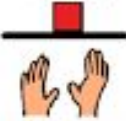


















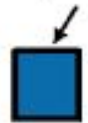








## Dynamic Learning Maps Core Vocabulary

### DLM's™ "First 40"

1.	I	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 <http://dynamiclearningmaps.org/>
- 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

# Project Core - Core 36

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 



# Introducing a New Word



<http://dlmpd.com/dlm-core-vocabulary-and-communication/>

# THE LANGUAGE



# STEALERS



0:00 / 3:18



# Practice with Core

## Modelling using core 36



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





# Practice with Core: Activity 1

(Large group - predicting using core)

## A Fairy Tale

Tar Heel Reader

Reed A. Booke









All Topics




























Reviewed only

Rated E/Everybody

English

Search

<div>Jimmy Chews Shoes</div> <div>Reed A. Booke</div> <div>★★★★</div> <div></div> <div>13</div>	<div>Wrong Number?</div> <div>Reed A. Booke</div> <div>★★★☆☆</div> <div></div> <div>21</div>	<div>My Friends Love to Eat</div> <div>ad53344 &amp; Reed A. Booke</div> <div>★★★★</div> <div></div> <div>14</div>	<div>Biking</div> <div>Reed A. Booke</div> <div>★★★★</div> <div></div> <div>15</div>
<div>Healthy and Strong</div> <div>ad53344 &amp; Reed A. Booke</div> <div>★★★★</div> <div></div> <div>10</div>	<div>A Good Friend</div> <div>ad53344 &amp; Reed A. Booke</div> <div>★★★★</div> <div></div> <div>11</div>	<div>Like, Not Like</div> <div>Reed A. Booke</div> <div>★★★★</div> <div></div> <div>19</div>	<div>The Library</div> <div>Reed A. Booke</div> <div>★★★☆☆</div> <div></div> <div>7</div>
<div>Any Book</div> <div>Reed A. Booke</div> <div>★★★☆☆</div> <div></div> <div></div>	<div>A Fairy Tale</div> <div>Reed A. Booke</div> <div>★★★☆☆</div> <div></div> <div></div>	<div>Sun Haiku</div> <div>Reed A. Booke</div> <div>★★★☆☆</div> <div></div> <div></div>	<div>"The Gift of the Magi"</div> <div>Adapted by Reed A. Booke</div> <div>★★★☆☆</div> <div></div> <div></div>

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



# Practice with Core: Activity 2 - Emergent Writing

(Groups of 2 - generating ideas before writing - 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





# Practice with Core: Activity 2 - Emergent Writing

(Groups of 2 - writing **after** students brainstormed ideas using core)

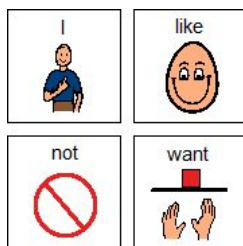


# Resources and Brainstorming ideas for teaching Core:

## Choosing activities to teach specific Core



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



<http://www.angelman.org/>

DLM's™ "First 40"

1.	I	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



Communication Training Series

Find information, schedules, video recordings and handouts.

## 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)

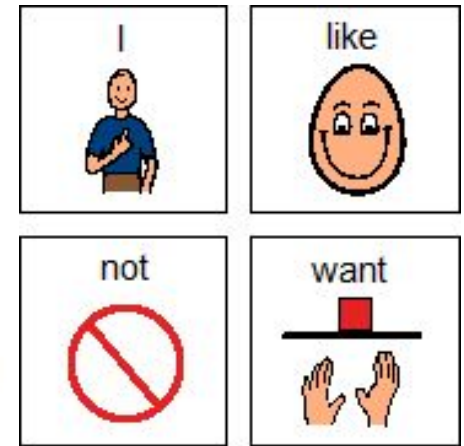
+ Core Set 4 (webinar #'s 16, 17 & 21)

+ Core Set 5 (webinar #'s 22 - 25)

+ Core Set 6 (webinar #'s 26 - 29)

+ Core Set 7 (webinar #'s 30 - 34)

# 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



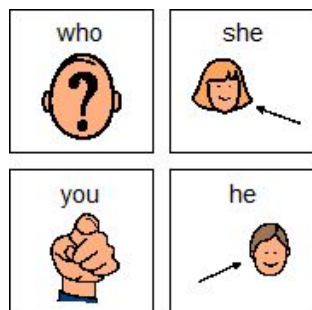


# We Like Each Other

Reed A. Boone



# Resources for teaching Core: 'Core Set 3' - who, she, you, he



<http://www.angelman.org/>

DLM's™ "First 40"				
1.	I	like	not	want
2.	help	it	more	different
3.	who	she	you	he
4.	where	up	on	in
5.	me	make	get	look
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+ Core Set 6 (webinar #'s 26 - 29)

+ Core Set 7 (webinar #'s 30 - 34)

# Resources for teaching Core: 'Core Set 3' - who, she, you, he

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

## – Core Set 3 (webinar #'s 13 - 15)

### 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](#)

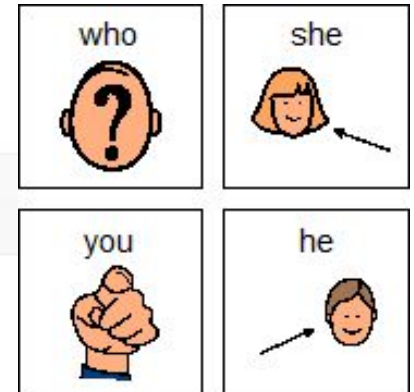


### 15. Communication Practices: Non-directive language, engineering environments

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!'



Who ate this?

**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



Who ate this?



You!

## Your Turn: How do we USE this

**Model** through **retelling**:

'\_\_\_\_\_'

**Describe**: '\_\_\_\_\_'

**Reflect**: student laughs:

'I think you're saying \_\_\_\_\_'

**Expand**: Student: WHO

Parent: '\_\_\_\_\_'



Who did this?



Who did this?



You!



# Resources for teaching Core: 'Core Set 3' - who, she, you, he

Tar Heel Reader Stories

## 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?



He is jumping.

Who is sliding?



She is sliding.

Who is skipping?



They are skipping.



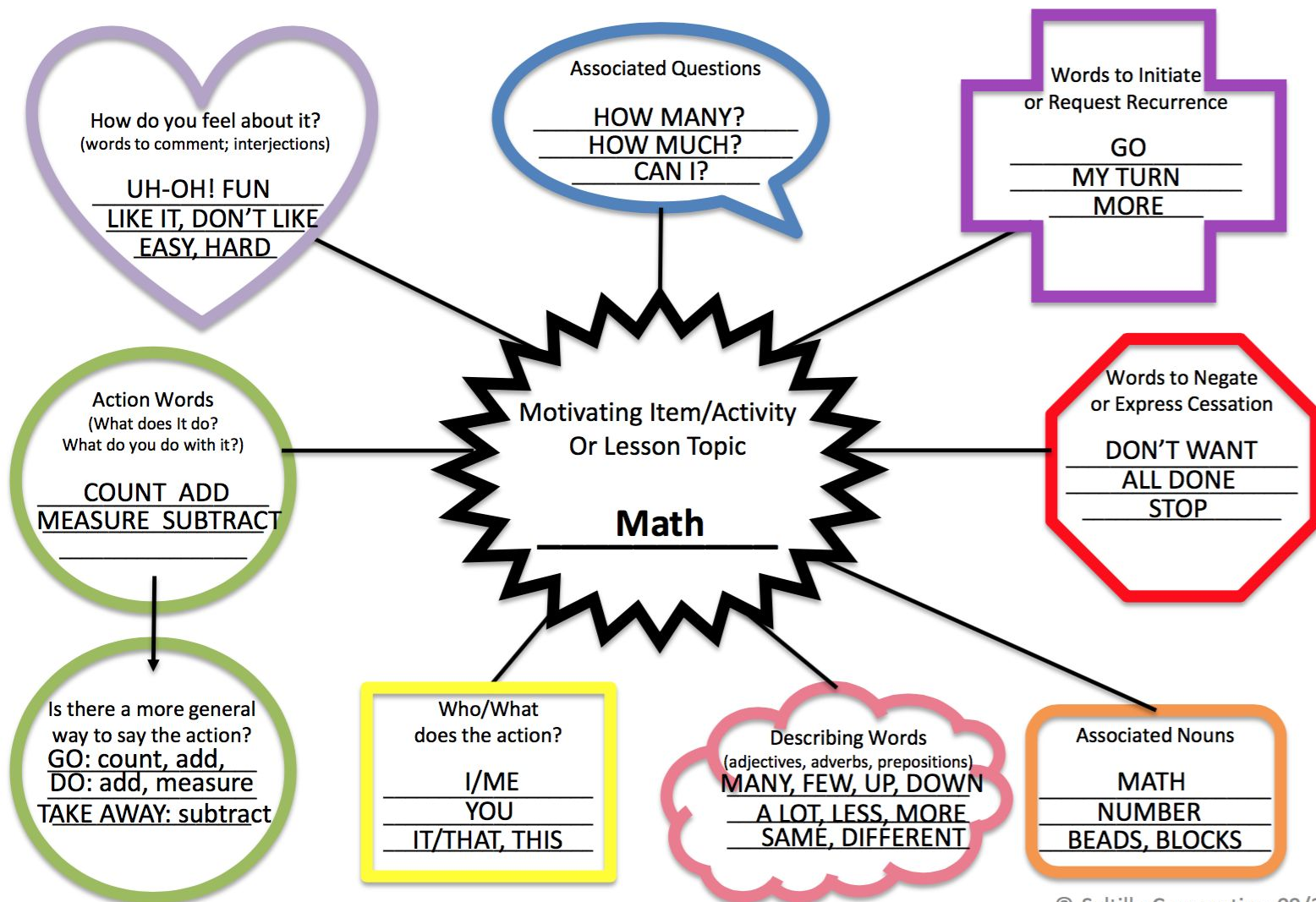
Now how are you going to do these types of activities with **your** kids???

**Resources and Brainstorming ideas for teaching Core:**

**Looking at a specific activity and choosing core to model in that activity**

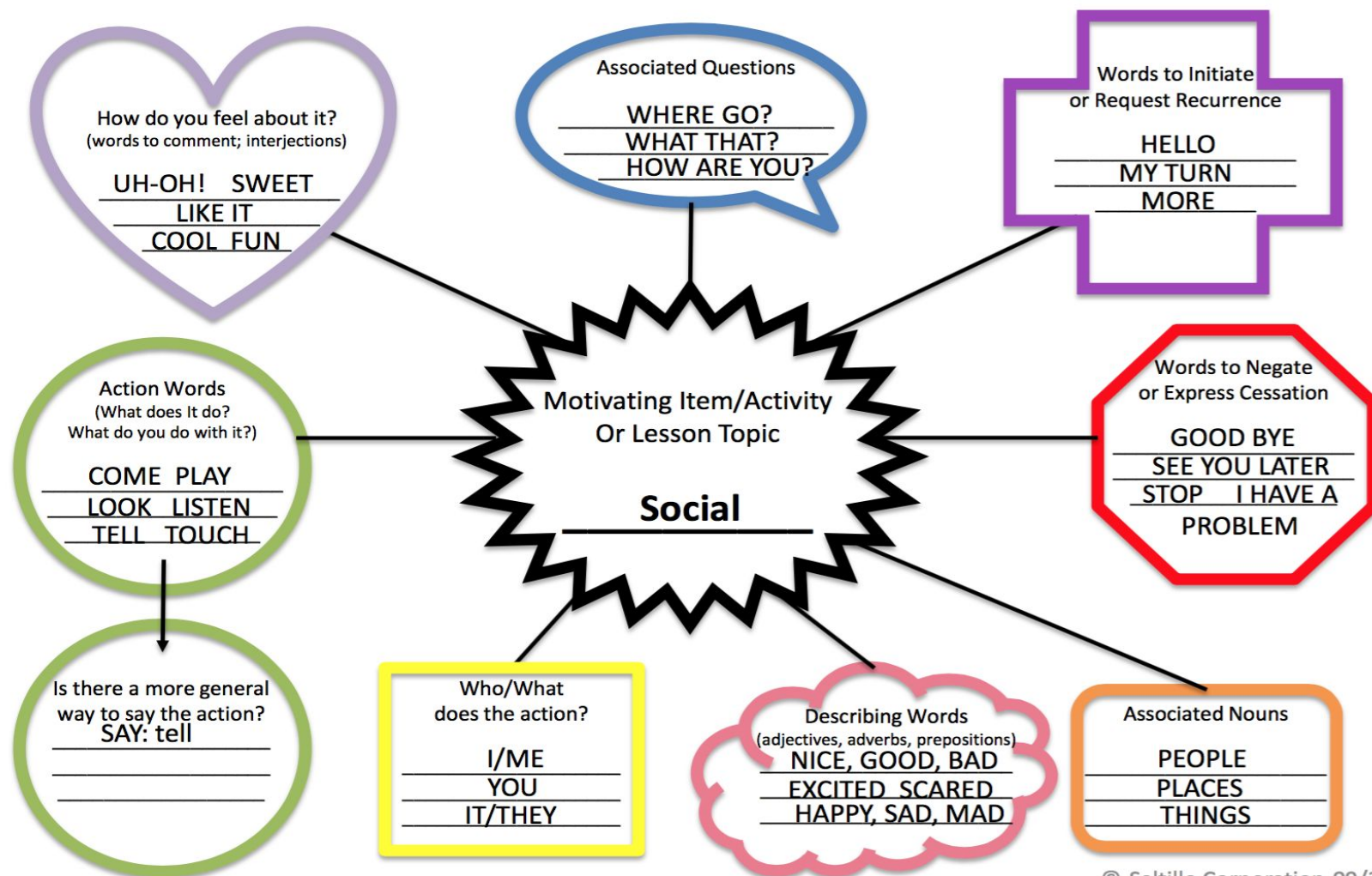


## Choosing CORE Vocabulary: “Activity-First” Approach



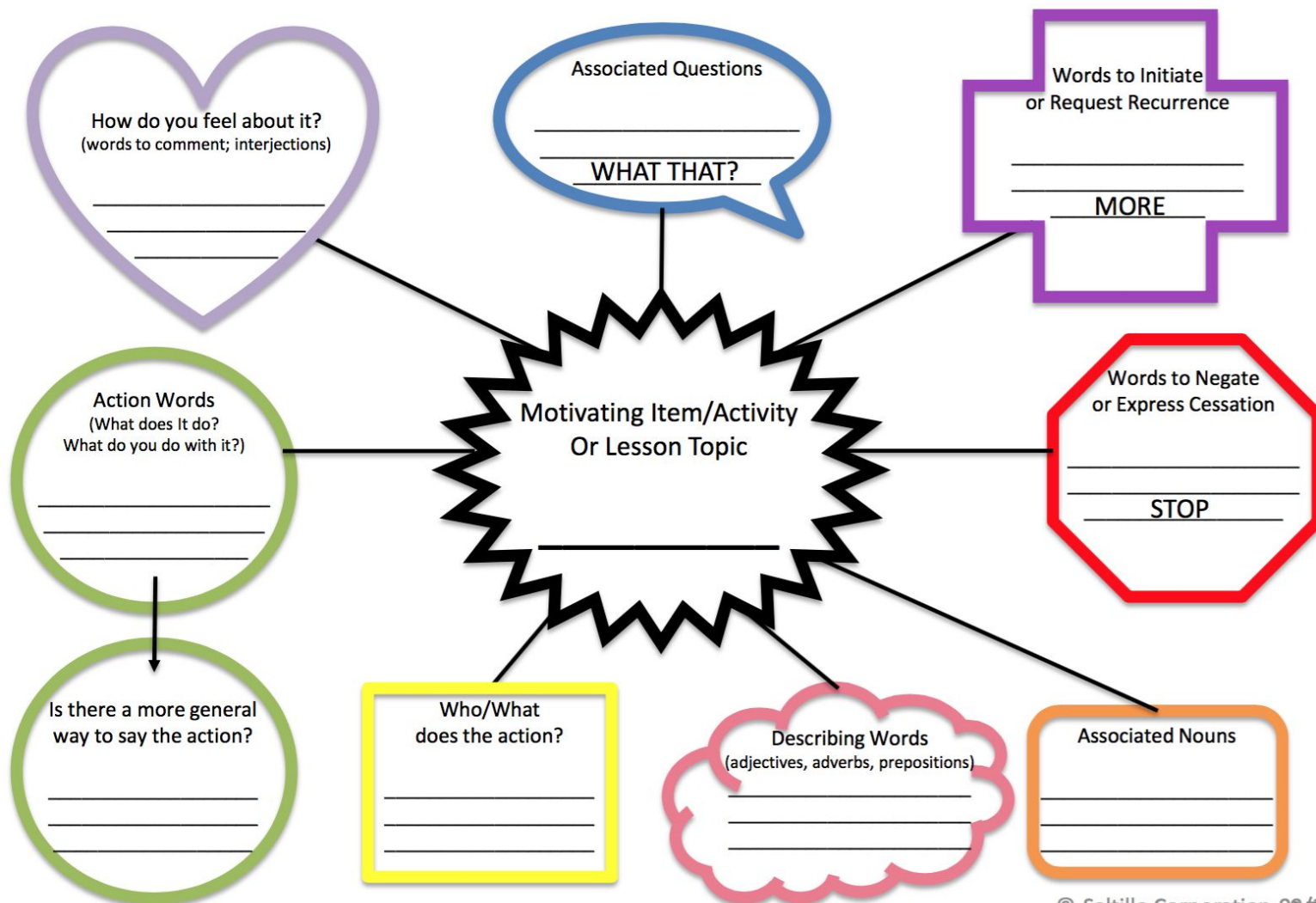


## Choosing CORE Vocabulary: “Activity-First” Approach





## Choosing CORE Vocabulary: “Activity-First” Approach



# 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



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LEARNING MAPS

# AAC

## Core versus Fringe Vocabulary

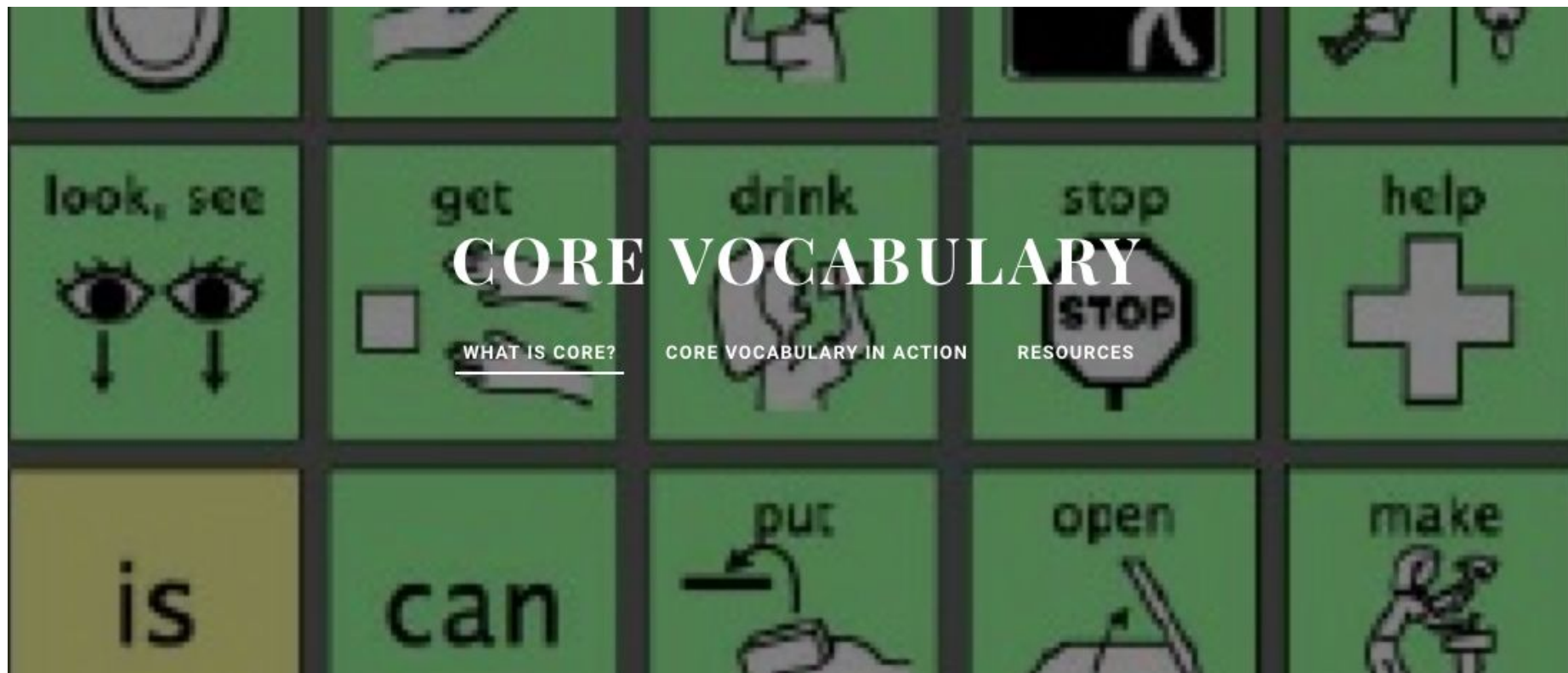
‘So, in the best communication world, AAC users would have access to core and fringe vocabulary so that they have maximum communication power no matter where they are, who they are with, or what they are doing’.

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

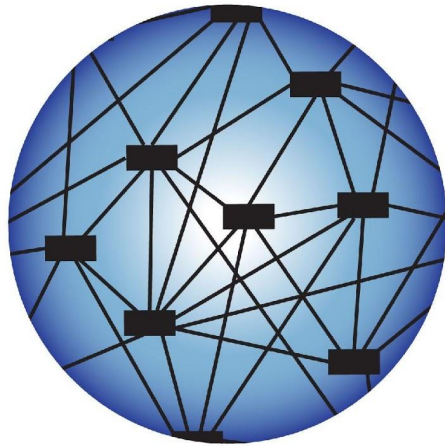
‘If an AAC system mainly consist of **nouns and descriptors**, we are limiting these students to using communication displays that allow them to **request and label**.’

<http://praacticalaac.org/strategy/join-together-core-fringe-vocabulary/>

# Weebly and Resources







**DYNAMIC**<sup>TM</sup>  
LEARNING MAPS

<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



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LEARNING MAPS