Emerging Literacy for Students with Significant Disabilities

(Karen Erickson and David Koppenhaver)

DLM™ Core Vocabulary and Communication

January 18, 2016

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DYNAMIC LEARNING MAPS

DLM™ Core Vocabulary and Communication

Pretest

DYNAMIC LEARNING MAPS

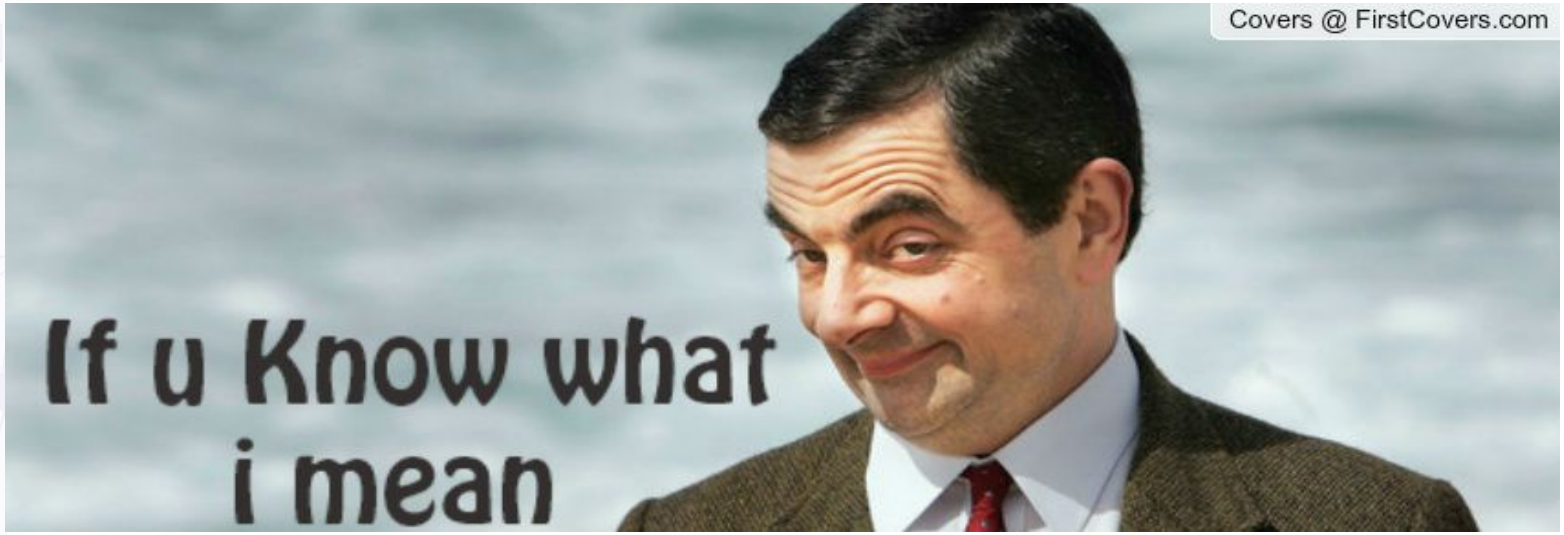
What is communication?

Is this “Communication”?

DYNAMIC LEARNING MAPS

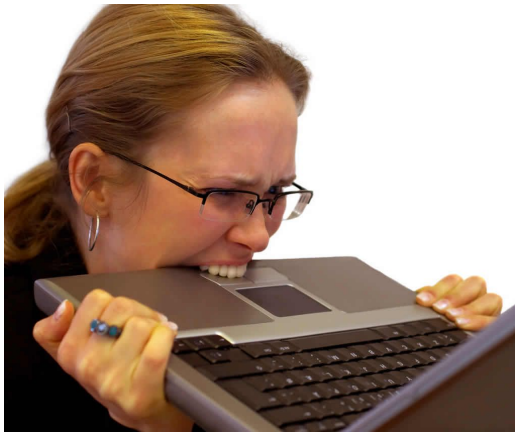
Is this “Communication”?

DYNAMIC LEARNING MAPS



DYNAMIC LEARNING MAPS

Is this “Communication”?



Complex Communication Needs (CCN)

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

www.**cdac**anada.com/

DYNAMIC LEARNING MAPS

Who are students with Complex Communication Needs (CCN)?

DYNAMIC LEARNING MAPS

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.

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Augmentative and Alternative Communication (AAC)

Non- aided:

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

Aided:

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

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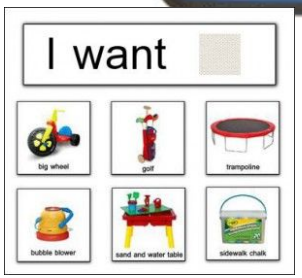
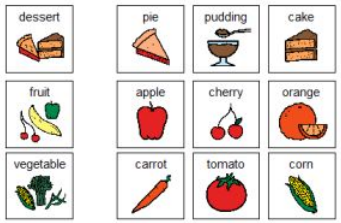
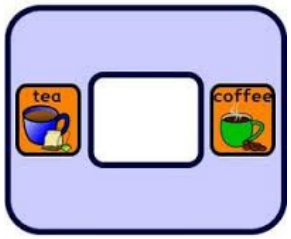
Augmentative Alternative Communication (AAC)

Students with limited verbal communication skills, may need an alternate way to '**communicate** their choices' and 'read their sentences', Examples:

- sign language
- objects
- pictures
- symbols
- braille
- tactile symbols
- eye gaze
- print (type their words)
- Voice Output Devices







DYNAMIC LEARNING MAPS

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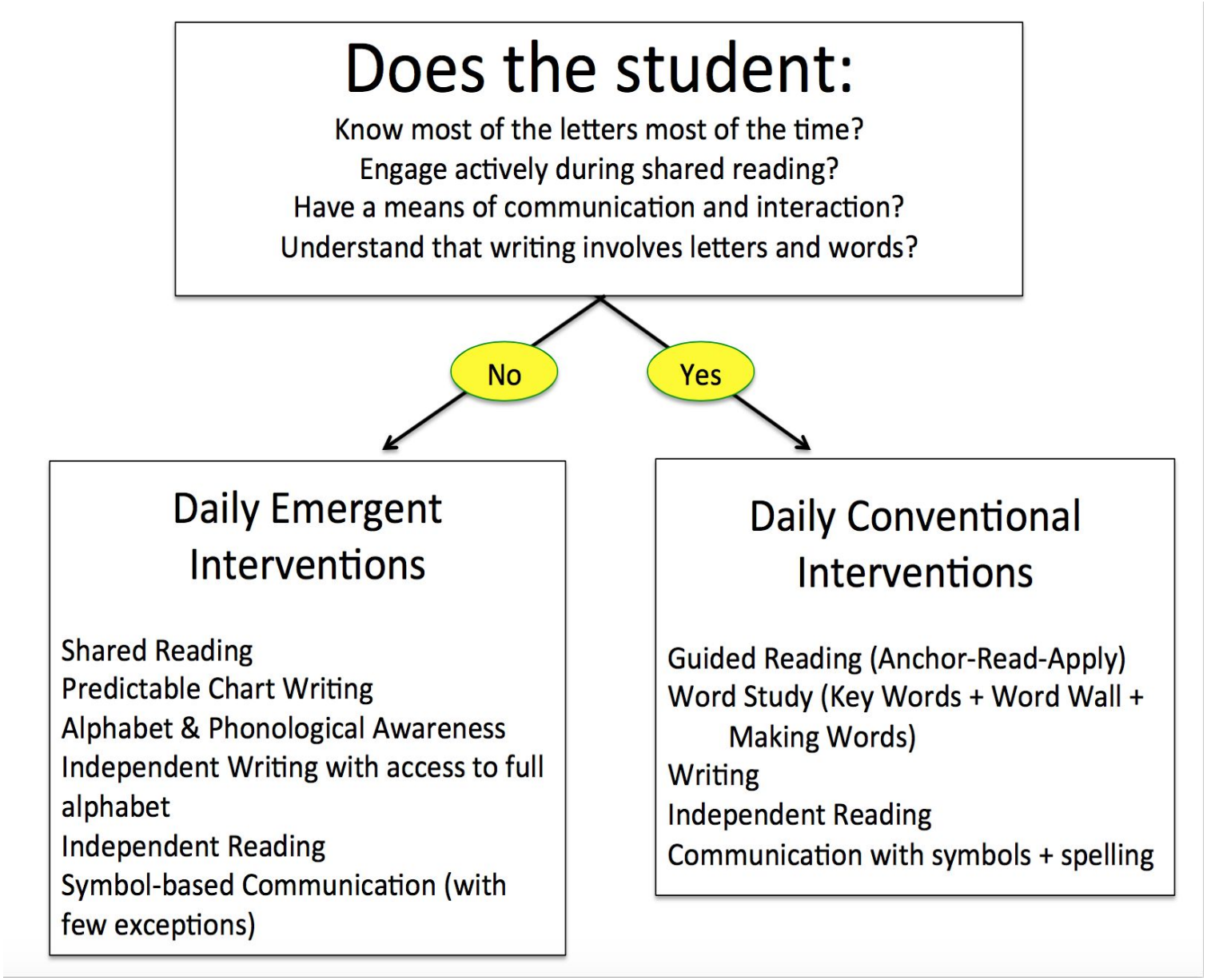
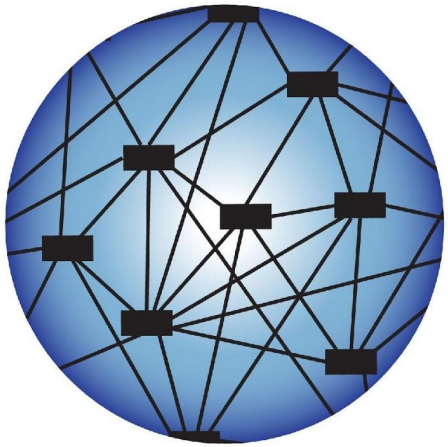


From Karen Erickson
Centre for Literacy & Disabilities Studies

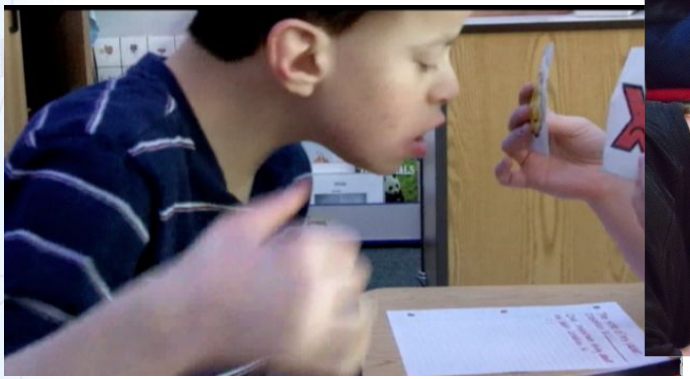
DYNAMIC LEARNING MAPS



DYNAMIC™
LEARNING MAPS

http://dynamiclearningmaps.org

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



DLM™ Core Vocabulary and Communication

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DLM™ ELA Claim 3

Students can communicate for a range of purposes and audiences.

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Augmentative and Alternative Communication

AAC

DYNAMIC LEARNING MAPS

What is a core vocabulary?

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

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85% of spoken language comprised of 250 – 350 words

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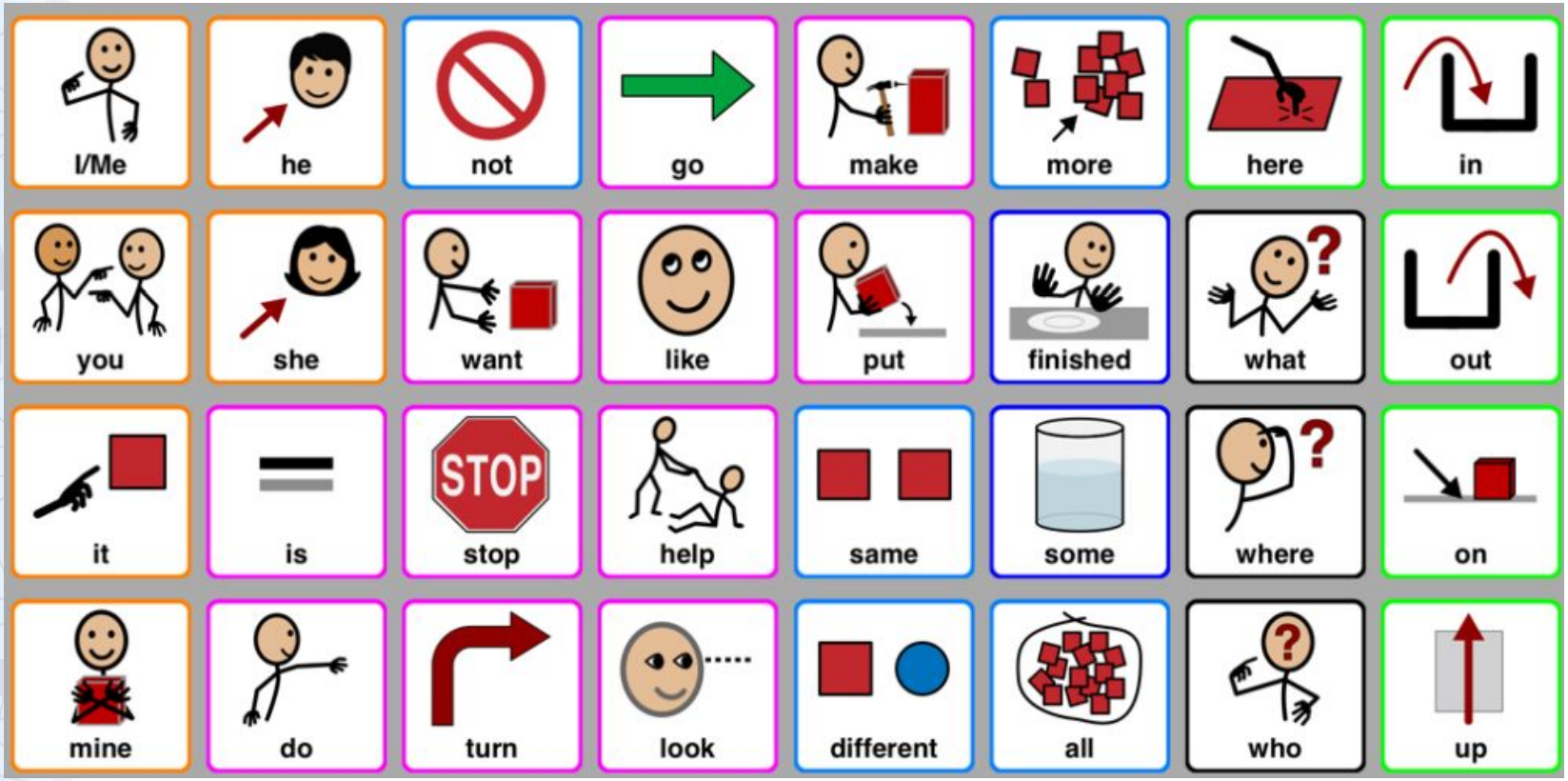
Core Vocabulary Example



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Sources for the DLM™ Core Vocabulary Word List

- AAC research
- Expressive vocabulary demands in the DLM™ Essential Elements
- Frequency with which students would encounter words in written text

DYNAMIC LEARNING MAPS

DLM™ First Forty Core Words

I	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
when	finished	can	here
open	turn	stop	over

The Power of using Core Vocabulary

The Power of Core Vocabulary: Life Saving!

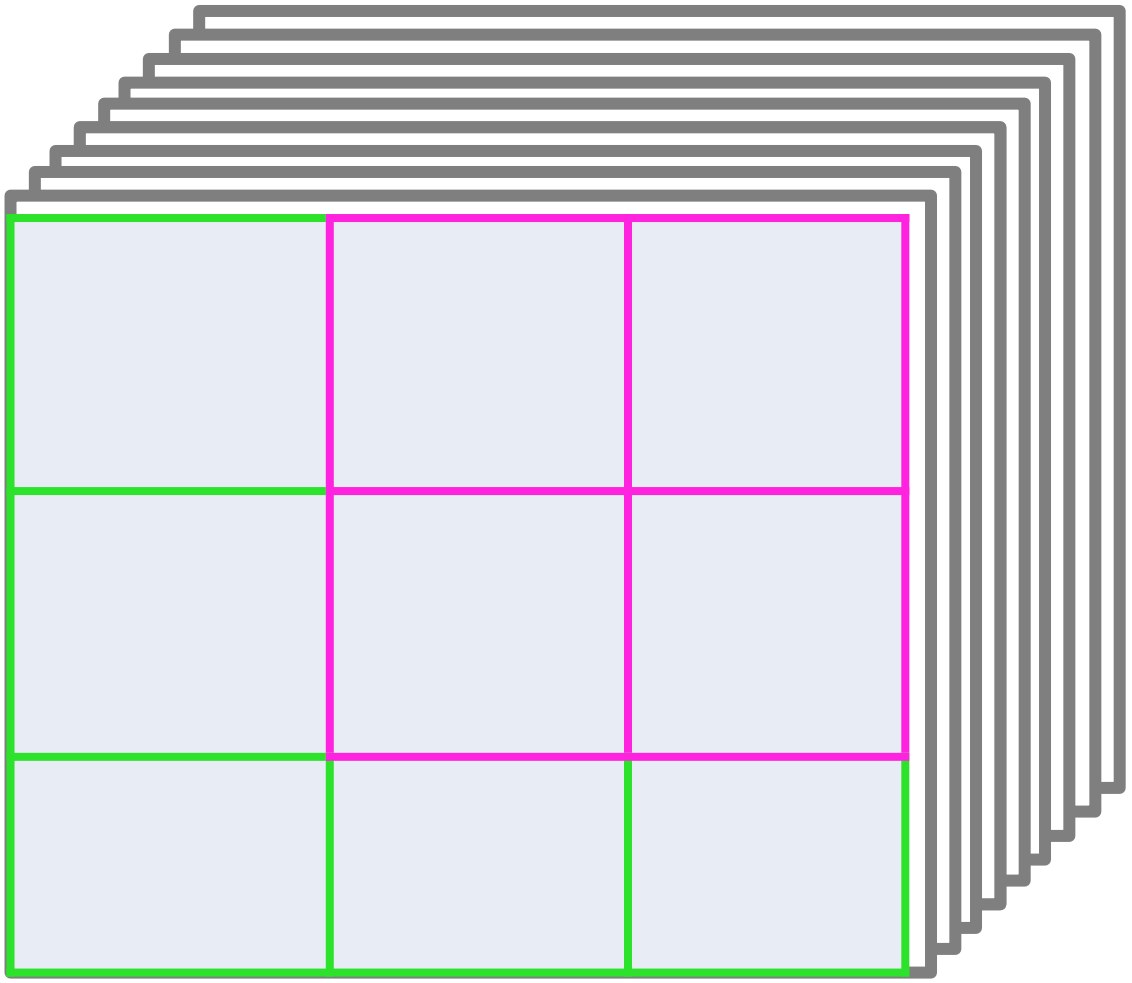
By Gail Van Tatenhove

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

4 x10 Location Core

DYNAMIC LEARNING MAPS

9 x10 Location Core



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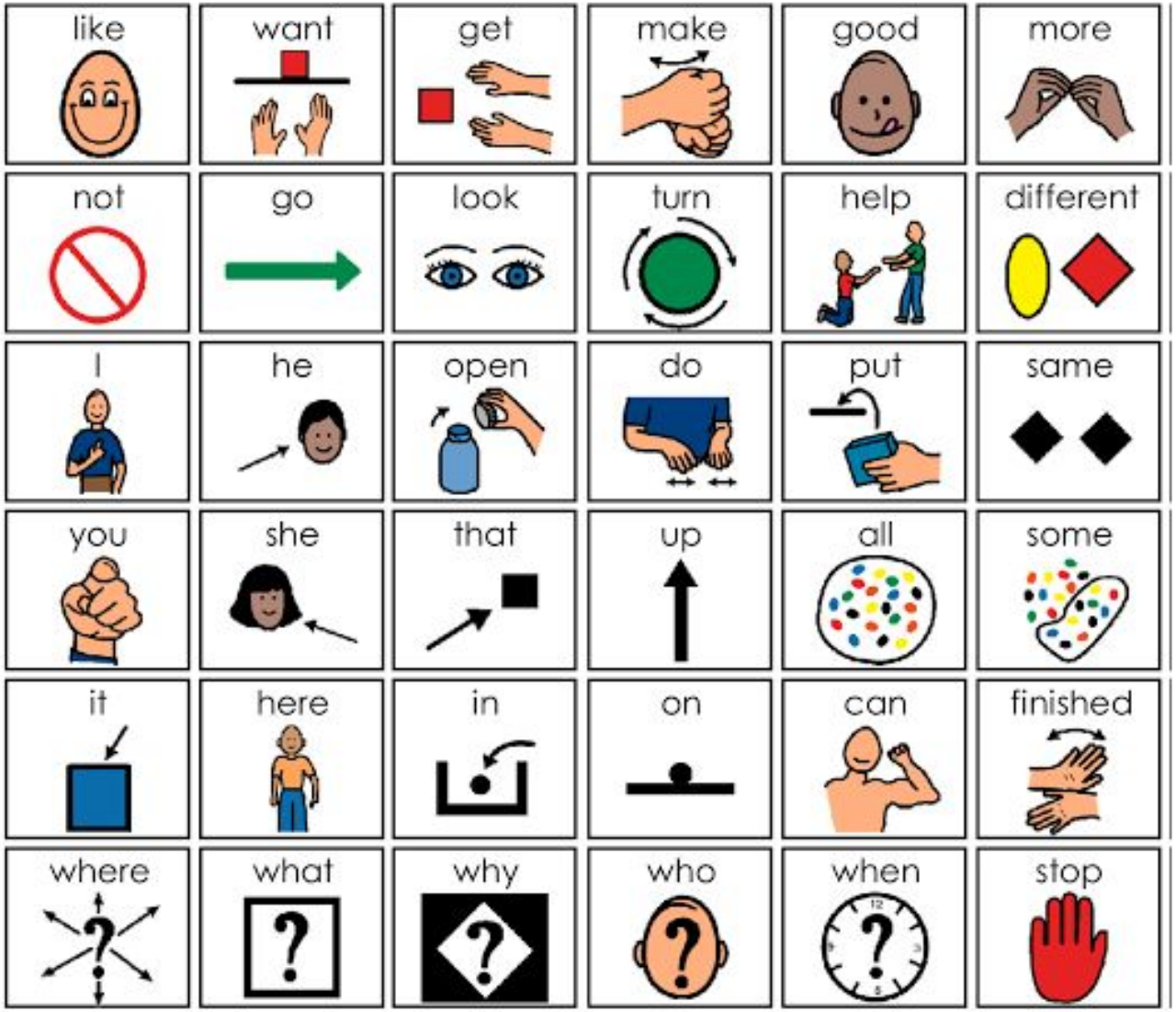
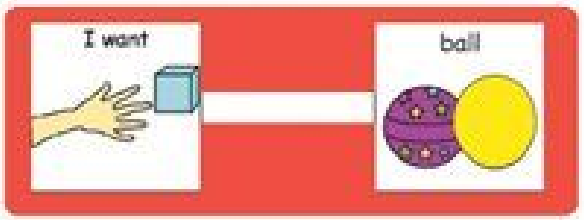
Project Core - Core 36



DynaVox

Augmentative Alternative Communication (AAC)



PECS

Picture Exchange Communication System

- More nouns and some verbs

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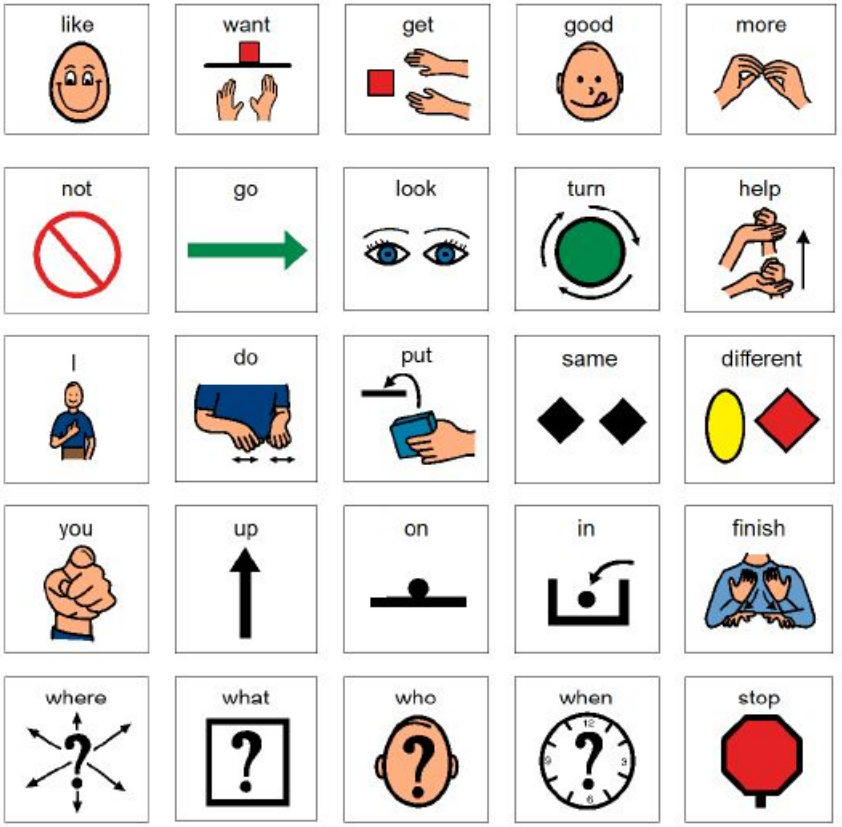
Add Core to PECS



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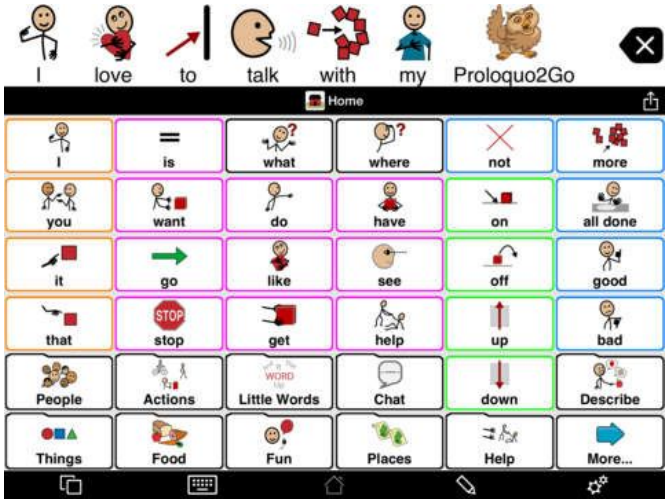
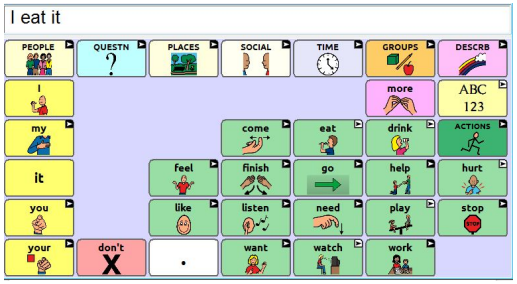
Core vocabulary on a High Tech Voice Output Device

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...



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



Considerations

- Laminated paper pages bound together
- Systems with voice-output
- Don’t underestimate the starting place

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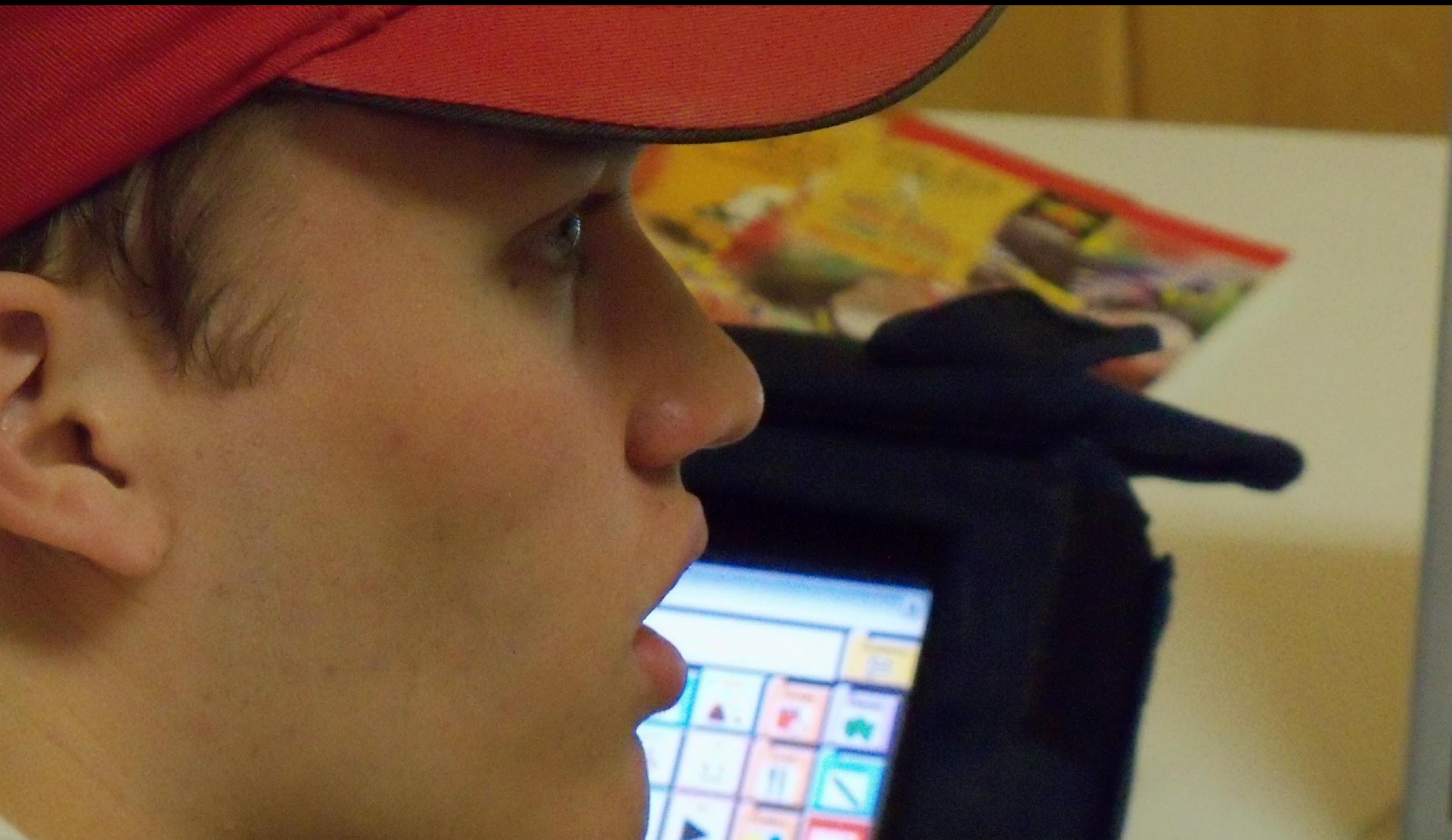
Model using their ‘language’



Aided Language Stimulation

http://corevocabulary.weebly.com/planning--modelling.html

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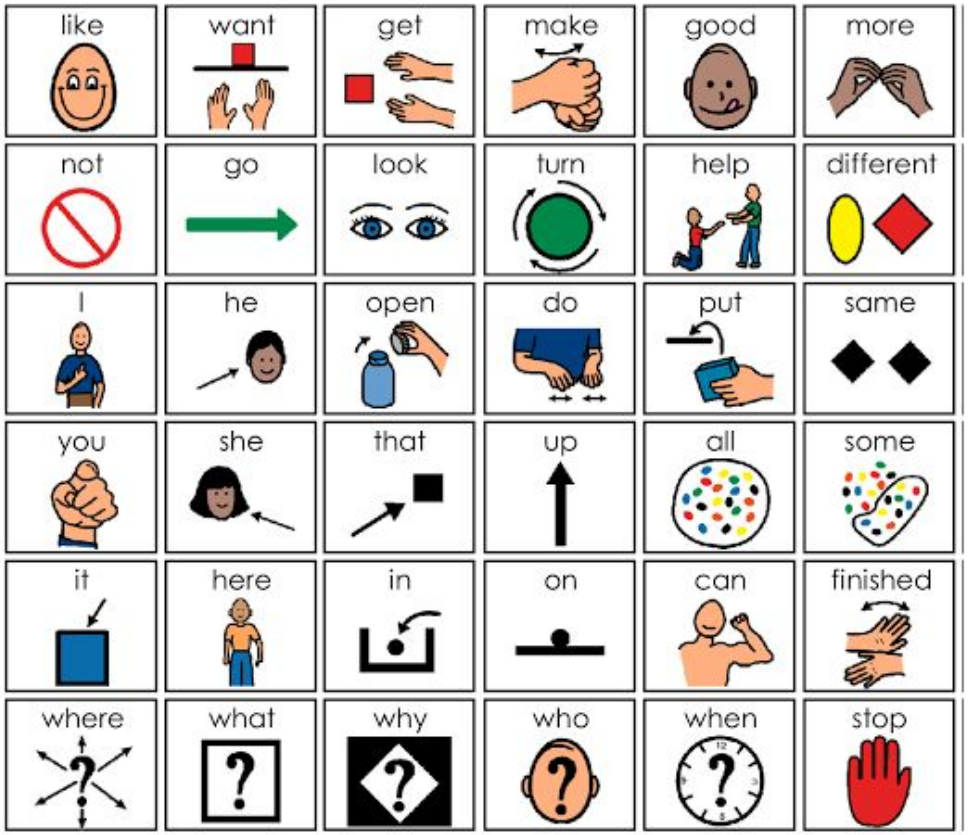
Pause for Activity #1

Core 36 in Boardmaker plus and notebook



DYNAMIC LEARNING MAPS

Modeling and Expanding Core Vocabulary Activity #1

Directions: Use the core vocabulary board. Work with a partner to think of how you might model the use of these single words in an art activity or a science lesson about recycling. Write a brief description of how you could model each word. If your student chose one of these core words, how could you expand it to a phrase using another core word? Be prepared to share your work at the end of this activity.

Art Project OR Science lesson on recycling

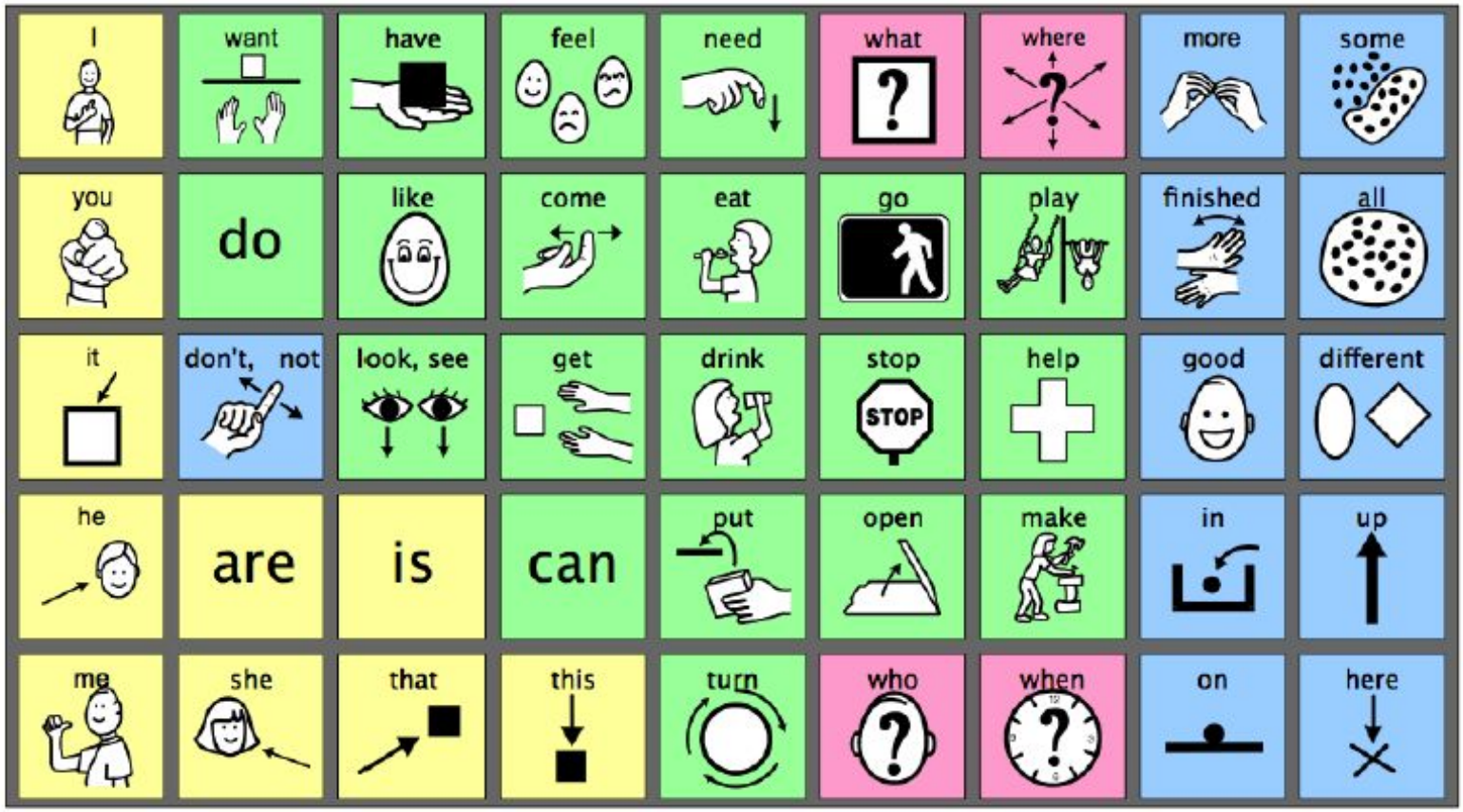
Core Word	How could you model if?	How could you expand use of this word?

DYNAMIC LEARNING MAPS

32 Location Core Overlay

DYNAMIC LEARNING MAPS

Core 5X9 (Caroline Musselwhite)



DYNAMIC LEARNING MAPS

9 Location

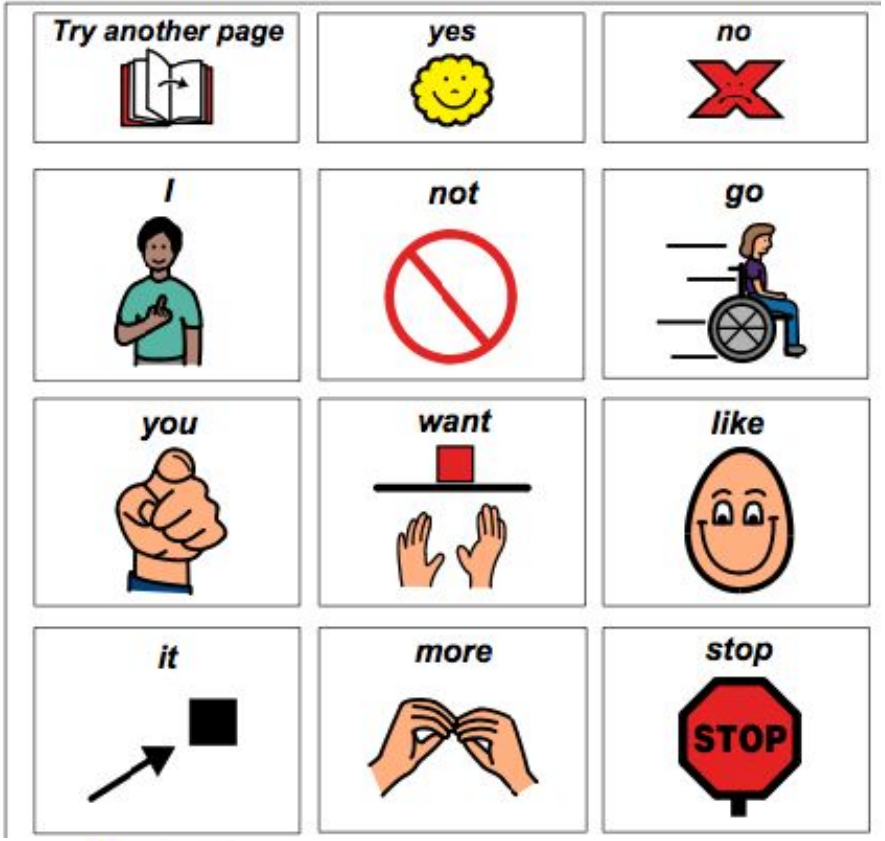
and 8 Location

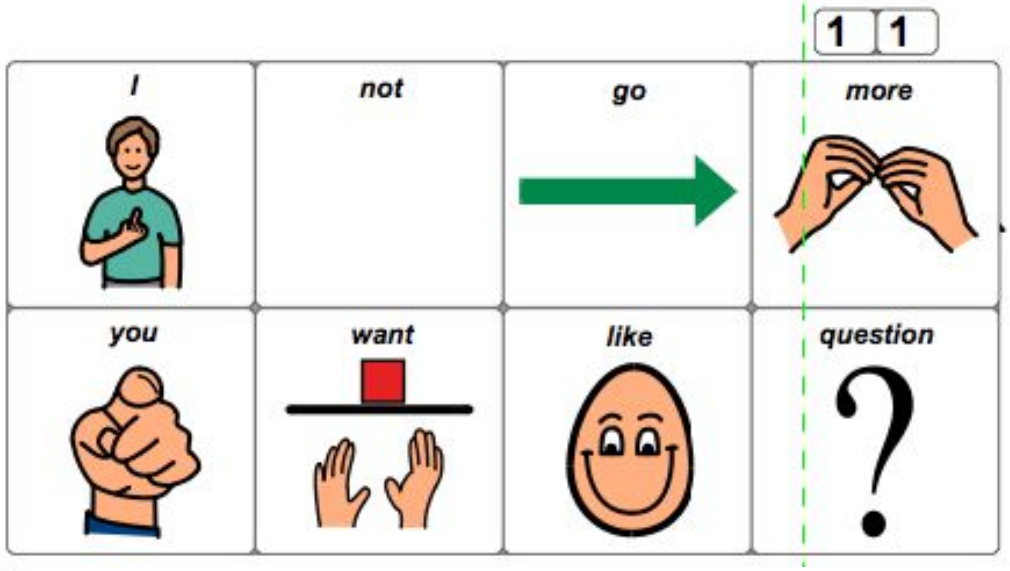
Overlays Created

Using DLM™'s

"First Forty"

Core Words





DYNAMIC LEARNING MAPS

Go Talk 20

DYNAMIC LEARNING MAPS

I
want
go
make
no/not
more
that
hey
mine
get
look
turn
help
on
here
what
you
like
open
do
stop
finished
in
where
it
can
play
out
again
uh oh
out
who

Introducing a New Word

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

Pause for Activity #2

Teaching Core Vocabulary

Activity #2

Directions: Consider the following three core vocabulary words: *turn*, *look*, *like*.

Work alone or with a colleague to combine one of the target words with one or more additional core words to create phrases or sentences that illustrate meaningful use of the target word. Be prepared to share your work with the entire group.

	turn	look	like
1.			
2.			
3.			

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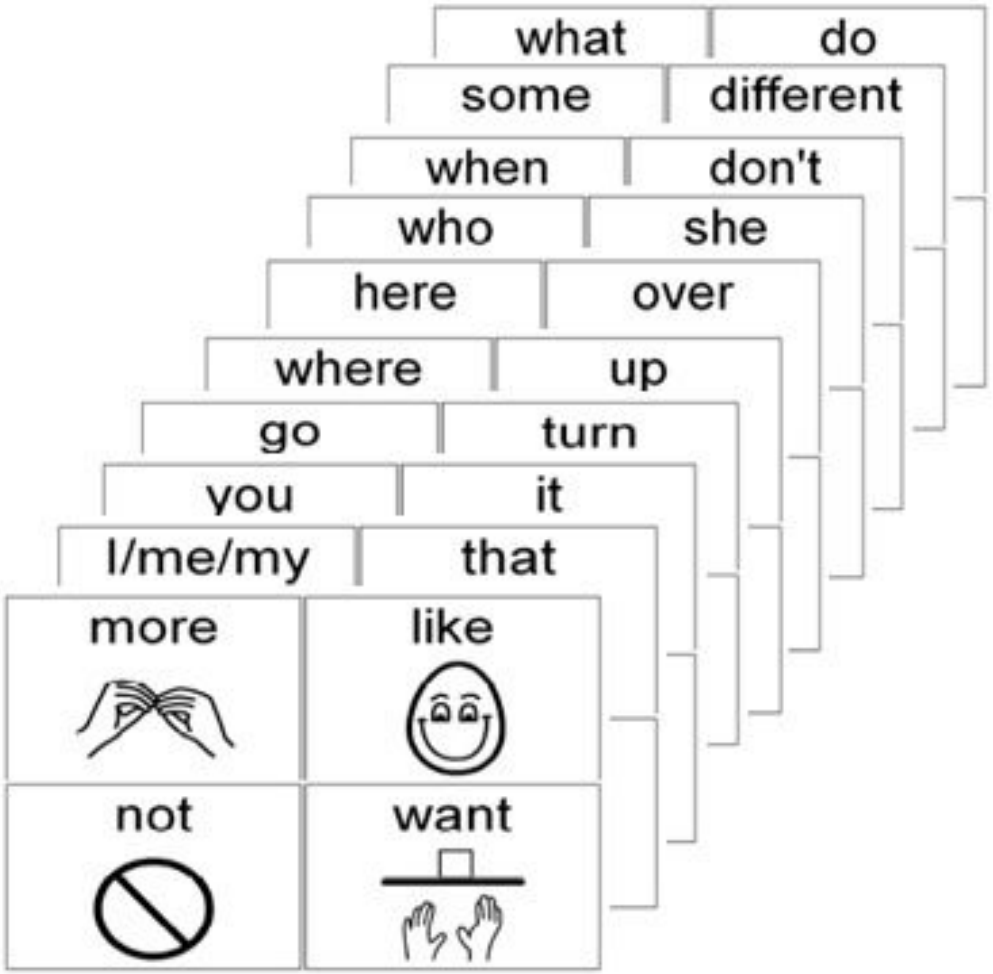
4 x10 Location Core



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DLM™ Core Vocabulary and Communication

Post test

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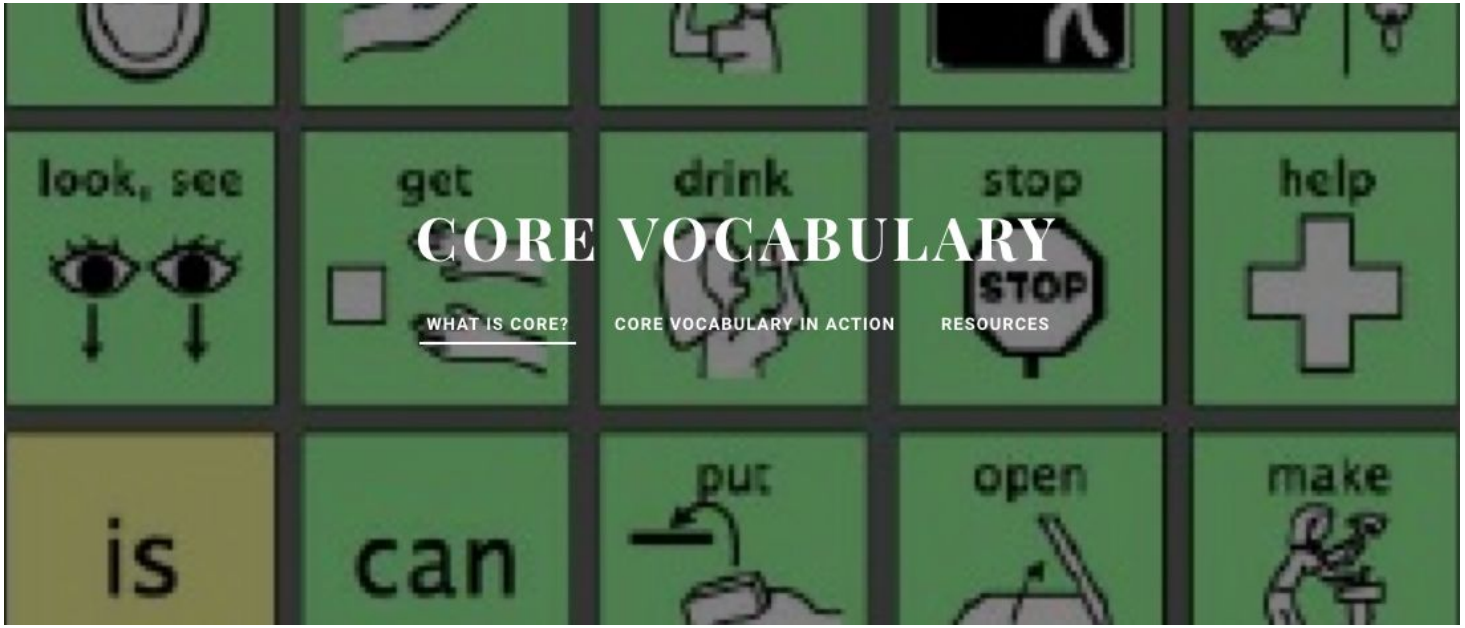
Weebly and Resources



DYNAMIC LEARNING MAPS

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

DYNAMIC LEARNING MAPS

Core Part 2

Planning and implementation

- explore websites in more detail
- more practice with core
- barriers and troubleshooting

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THANK YOU!

For more information, please go to:

www.dynamiclearningmaps.org

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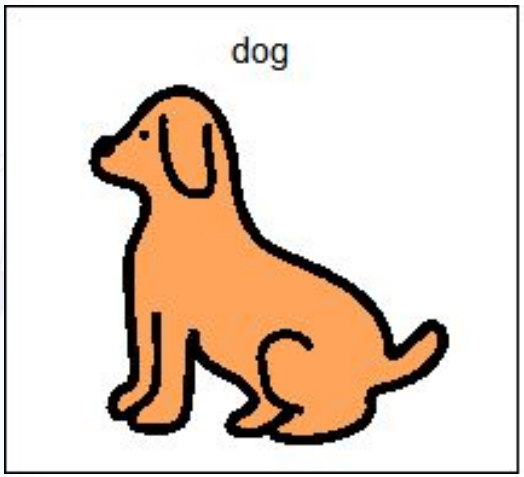
Symbols versus photos



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