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

DLM™ Core Vocabulary and Communication

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- Toby Scott (ATL)
DLM™ Core Vocabulary and Communication

Pretest
What is communication?
Is this “Communication”? 

[Image of people talking and email icon]
Is this “Communication”?
THIS IS MY
EXCITED FACE

AM I SMILING,
OR IS IT JUST
GAS?

I DO HAVE...
SWAG!

If u know what
i mean
Is this “Communication”?
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.
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.
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
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DLM™ Core Vocabulary and Communication
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?

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)

Yes

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

From Karen Erickson
Centre for Literacy & Disabilities Studies
DLM™ Core Vocabulary and Communication

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DLM™ ELA Claim 3

Students can communicate for a range of purposes and audiences.
Augmentative and Alternative Communication

AAC
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
Core Vocabulary Example
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
<table>
<thead>
<tr>
<th>I</th>
<th>like</th>
<th>not</th>
<th>want</th>
</tr>
</thead>
<tbody>
<tr>
<td>help</td>
<td>it</td>
<td>more</td>
<td>different</td>
</tr>
<tr>
<td>who</td>
<td>she</td>
<td>you</td>
<td>he</td>
</tr>
<tr>
<td>where</td>
<td>up</td>
<td>on</td>
<td>in</td>
</tr>
<tr>
<td>me</td>
<td>make</td>
<td>get</td>
<td>look</td>
</tr>
<tr>
<td>what</td>
<td>need</td>
<td>are</td>
<td>is</td>
</tr>
<tr>
<td>some</td>
<td>put</td>
<td>all</td>
<td>this</td>
</tr>
<tr>
<td>don’t</td>
<td>that</td>
<td>go</td>
<td>do</td>
</tr>
<tr>
<td>when</td>
<td>finished</td>
<td>can</td>
<td>here</td>
</tr>
<tr>
<td>open</td>
<td>turn</td>
<td>stop</td>
<td>over</td>
</tr>
</tbody>
</table>
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 x 10 Location Core

what  do
some  different
when  don't
who  she
here  over
where  up
go  turn
you  it
l/me/my
more  like
not  want

DYNAMIC LEARNING MAPS
Augmentative Alternative Communication (AAC)

PECS
Picture Exchange Communication System
- More nouns and some verbs
Add Core to PECS
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
Model using their ‘language’
Aided Language Stimulation

http://corevocabulary.weebly.com/planning--modelling.html
Pause for Activity #1
Core 36 in Boardmaker plus and notebook
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.

<table>
<thead>
<tr>
<th>Art Project</th>
<th>OR</th>
<th>Science lesson on recycling</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Core Word</th>
<th>How could you model if?</th>
<th>How could you expand use of this word?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(DYNAMIC LEARNING MAPS)
32 Location Core Overlay
<table>
<thead>
<tr>
<th>I</th>
<th>want</th>
<th>have</th>
<th>feel</th>
<th>need</th>
<th>what</th>
<th>where</th>
<th>more</th>
<th>some</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>do</td>
<td>like</td>
<td>come</td>
<td>eat</td>
<td>go</td>
<td>play</td>
<td>finished</td>
<td>all</td>
</tr>
<tr>
<td>it</td>
<td>don't, not</td>
<td>look, see</td>
<td>get</td>
<td>drink</td>
<td>stop</td>
<td>help</td>
<td>good</td>
<td>different</td>
</tr>
<tr>
<td>he</td>
<td>are</td>
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<td>can</td>
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<td>me</td>
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<td>that</td>
<td>this</td>
<td>turn</td>
<td>who</td>
<td>when</td>
<td>on</td>
<td>here</td>
</tr>
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**Dynamic Learning Maps**
9 Location and 8 Location Overlays Created Using DLM™’s “First Forty” Core Words
Go Talk 20
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.

<table>
<thead>
<tr>
<th>turn</th>
<th>look</th>
<th>like</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
<td></td>
<td></td>
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<tr>
<td>what</td>
<td>do</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>some</td>
<td>different</td>
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<td></td>
</tr>
<tr>
<td>not</td>
<td>want</td>
<td></td>
</tr>
<tr>
<td>![Icon]</td>
<td>![Icon]</td>
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DLM™ Core Vocabulary and Communication

Post test
Weebly and Resources

CORE VOCABULARY

WHAT IS CORE?
CORE VOCABULARY IN ACTION
RESOURCES

is, can, look, see, get, drink, stop, help, make, put, open
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
Core Part 2

Planning and implementation

• explore websites in more detail
• more practice with core
• barriers and troubleshooting
THANK YOU!

For more information, please go to: www.dynamiclearningmaps.org
Symbols versus photos