Core words
A small set of words used frequently in many different contexts
- Easily combined and recombined with many other words
- Strong overlap between “core words” and the first words that kids learn to speak, read, and spell (sight words)

How the Series is Organized:
Communication weeks
- Intro
  - Core Vocabulary
  - Categories/pragmatics
  - New high-frequency target words with high-interest low-frequency words
  - Communication/AAC
- Extension
  - Opportunities to use the words
- Review
- Wrap-up

How the Series is Organized each month
- Week 1: Communication/AAC
  - Intro
  - Core Vocabulary
  - Categories/pragmatics
- Week 2: Communication through reading
  - New high-frequency target words with high-interest low-frequency words
- Week 3: Communication/AAC
  - Opportunities to use the words
- Week 4: Communication through writing
  - Review
- Week 5: Communication/AAC
  - Wrap-up

Webinar Outcomes
- Introduce the first set of Core Four: high-frequency words
- Identify your opportunities to maximize your modeling of these high-frequency words
- Brainstorm how to combine these high-frequency core words with high-interest words
- How to make this modeling FUN and involve more people!

Today’s Topic Location
in the 5 STEPS

Core Set 1: Introduction plus first Four Core
September 17, 2015
Dr. Caroline Musselwhite, CCC-SLP
and Erin Sheldon, M. Ed.

Intro
Communication/AAC
Review
Wrap-up
Core words
✴
A small set of words used frequently in many different contexts
✴
Easily combined and recombined with many other words
✴
Strong overlap between “core words” and the first words that kids learn to speak, read, and spell (sight words)
Dynamic Learning Maps

Set 1: Four Core
Find these in your system

✴
✴
✴
✴

Like
Not
Want

Kate Ahern, PrAACtical AAC

Gail Van Tatenhove

DLM First Forty Core Words

when
don't
finished
there
can

do
all

this
look
in

different

Kate Ahern, PrAACtical AAC
1st word: “I”

Let’s define “I”

The value of “I”:
- Common sentence starter
- High-frequency
- Pronouns build on the social interest of our students with AS

Teaching: Modeling

Model: indicate the symbol when you speak the word
Describe: use the symbol to talk about something
Reflect: use the symbol to reflect what the student is communicating
Expand: use the symbol to build on what the student is communicating

2nd word: Like

Let’s define “like”

The value of LIKE:
- Common message
- High-frequency
- Socially interactive
- Reflect back the student’s interest in the world

Teaching: Modeling

Model: indicate the symbol when you speak the word
Describe: use the symbol to talk about something
Reflect: use the symbol to reflect what the student is communicating
Expand: use the symbol to build on what the student is communicating

Targets: core words

* Strengthen concept knowledge of specific core words by associating these words with meaningful activities across the day
* Learn how to automatically access these words with words for expressive purposes
* Increase the frequency of how often we, our student, uses, combines, and re-combines these words in different contexts across the day
Teaching: Modeling

- **Model:** indicate the symbol when you speak the word
- **Describe:** use the symbol to talk about something
- **Reflect:** use the symbol to reflect what the student is communicating
- **Expand:** use the symbol to build on what the student is communicating

Combining the Four Core

- **I LIKE**
- **I WANT**
- **I do NOT WANT**
- **I do NOT LIKE**

- you LIKE her
- you do NOT LIKE her
- it is NOT LIKE that
- you WANT your iPad, you LIKE it!

Expansion on the Four Core

- Ordinary fun contexts: mealtime, play-dough
- Shared reading
- Word play

Teaching: Modeling

Tools we will use
Look!

I do not like that.

Look!

I do like this.

Like, Not Like

Reed A. Boede
Look!
I do like this.

Look!
I do not like that.

Look!
I do like this.
Look! I do not like that.

Do you like this?

I do like this.

I do not!
Not not!

Not not, not not, not not not!

I Like Girls

Tyler

We Like Each Other
Reed A. Booke

I like Nadja.

I like Sydney.
I like Nikki.

I like pretty girls.

I like this girl.

I like this pretty girl.

Ewww!

Gross!
I like pretty girls!

Not a girl!

What Is Sound Play?

Fun With Rhymes!

Speech Sound Games:

• Rhyming (nursery rhymes, books, poems, songs, hand claps)
• Tongue Twisters (Peter Piper & alliteration)
• Playing with letters (ex: alphabet song, BINGO song)

Word Play
Why Is Sound Play Important?

- Helps Children Explore Language
  - "Talking in the crib"
  - "Mummy b Tommy"

- Supports Literacy Development
  - Knowing nursery rhymes when entering school is a predictor of literacy success by the end of 2nd grade
  - Helps children explore language

Supports Literacy Development
- Knowing nursery rhymes when entering school is a predictor of literacy success by the end of 2nd grade
- Helps children explore language

• We can use rhythm and melody to help learning
  - Poems and songs
  - Books
  - Videos

- We can help students predict rhyming words!
- Can make a rap for older students
- Start the same
- Building on ear print for rhymes and words that rhyme

Sound Play With the Core Four!

- We will pick one or two words from each set
- This week, the words are: LIKE and NOT

- They have word family endings - they can be used to make lots of words!
- Like / NOT! Video
- Like / NOT! Book

- Would you like a bike, like a bike?
- Would you like like like like like

- We can help students predict rhyming words!

- Note: I used two words so students can compare! It helps to see the difference between words in the way they sound and look!

Black background (digital book)

- Turning a page
- Book to print

Books
- We can help students predict rhyming words!
- Can make a rap for older students
- Start the same
- Building on ear print for rhymes and words that rhyme

We Can Support This for Children Who Struggle with Sound Play!

- Videos
  - Building an 'ear print' for rhymes and words that start the same
  - Can make a rap for older students
- Books
  - We can help students 'predict' rhyming words!
- Poems and Songs
  - We can use rhythm and melody to help learning

Like / NOT! Book

Why Is Sound Play Important?
Next Core Set: Tongue Twisters!

- Plan to attend/try next week's webinar
- FB etc.
- Look for some of the practice key words on FB posts
- Share the webinar link

- Think of actions that start with the same letter as your child's first name!
- Ex: Maggie makes or marches, etc
- Ex: Lily likes or licks or leaps, etc

Possible Next Steps

- Share the handouts
- Share the webinar link
- Read FB posts
- Look for some of the practice key words on FB etc.
- Plan to attend/view next week's webinar!

Questions?

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Thank You!