Core Vocabulary 201
Descriptive Language

January 21, 2016

Maureen Nevers, M.S. CCC-SLP
ASF CTS Webinars

My Webinar Log
Angelman Syndrome Foundation Communication Training Series by Topic
Update: January 3, 2016

All Materials at www.Angelman.org includes webinar registration, links to archived webinars, and downloadable materials

Archived Webinars on YouTube: AngelmanSyndrome channel - Playlists: ASF Communication Training Series

Sponsors: Presenters: Jim Stierlin (ES), Maureen Nevers (NP), Caroline Musserwhite (CM), Mary Louise Bertani (MB)

Reading Webinars

<table>
<thead>
<tr>
<th>webinar</th>
<th>week</th>
<th>date</th>
<th>presenter</th>
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<tbody>
<tr>
<td>Reading Part 1: Content Exploration and Engagement</td>
<td>9</td>
<td>1/20/16</td>
<td>ES</td>
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<tr>
<td>Reading on Communication: Selecting Books</td>
<td>14</td>
<td>1/11/15</td>
<td>ES/CM</td>
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<tr>
<td>Shared Reading</td>
<td>23</td>
<td>1/14/16</td>
<td>CM</td>
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<td>Independent Reading</td>
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<td>1/14/16</td>
<td>ES/CM</td>
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<td>Reading: Letter ID, alphabetical knowledge, and first sight words</td>
<td>31</td>
<td>1/10/16</td>
<td>ES</td>
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<td>Reading Assessment: The Brigadi Assessment</td>
<td>36</td>
<td>1/4/15</td>
<td>ES/CM</td>
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<tr>
<td>Guided Reading: Anchor, Read, Apply</td>
<td>42</td>
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Writing Webinars

<table>
<thead>
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<th>week</th>
<th>date</th>
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<tbody>
<tr>
<td>Writing on Communication: Modeling Writing with Things I Like!</td>
<td>11</td>
<td>10/22/16</td>
<td>ES</td>
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<tr>
<td>Writing: Sharing Writing for the Holidays</td>
<td>17</td>
<td>12/20/15</td>
<td>CM</td>
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<td>Writing: Preparing Books and Personal Experience Stories</td>
<td>21</td>
<td>12/28/15</td>
<td>ES/CM</td>
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<td>Predictive Chart Writing</td>
<td>25</td>
<td>12/28/15</td>
<td>ES/CM</td>
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<tr>
<td>Writing: Social Stories</td>
<td>29</td>
<td>12/25/15</td>
<td>ES</td>
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<tr>
<td>Writing: Journalsing</td>
<td>33</td>
<td>12/29/15</td>
<td>ES/CM</td>
</tr>
<tr>
<td>Writing about the Curriculum</td>
<td>38</td>
<td>12/29/16</td>
<td>BS</td>
</tr>
<tr>
<td>Writing: Interactive Charts</td>
<td>42</td>
<td>1/29/16</td>
<td>ES/CM/MB</td>
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</table>

Core Vocabulary Sets Webinars

<table>
<thead>
<tr>
<th>webinar</th>
<th>week</th>
<th>date</th>
<th>presenter</th>
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</thead>
<tbody>
<tr>
<td>Introduction and First Four Core Set 1: I, you, want, not</td>
<td>6</td>
<td>1/24/15</td>
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<tr>
<td>Core Set 2: help, do, more, different Category ACTIONS</td>
<td>8</td>
<td>1/27/15</td>
<td>ES/CM/MB</td>
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<tr>
<td>Core Set 3: who, who, you, the Category: DESCRIBING WORDS</td>
<td>13</td>
<td>1/10/15</td>
<td>ES/CM</td>
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<tr>
<td>Core Set 4: where, up, on, in Category: PLACES, PEOPLE, QUESTION words</td>
<td>16</td>
<td>12/23/15</td>
<td>ES/CM/MB</td>
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<tr>
<td>Core Set 5: me, me, me, get, lead Category: QUESTIONS</td>
<td>22</td>
<td>1/18/16</td>
<td>ES/CM/MB</td>
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<tr>
<td>Core Set 6: same, in Category: INTERJECTIONS</td>
<td>26</td>
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<td>ES/CM/MB</td>
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<tr>
<td>Core Set 7: when, on, all, this Category: PREPOSITIONS</td>
<td>30</td>
<td>1/29/15</td>
<td>ES/CM/MB</td>
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<tr>
<td>Core Set 8: don't, so, do Category: DETERMINERS AND CONJUNCTIONS</td>
<td>35</td>
<td>1/29/16</td>
<td>ES/CM/MB</td>
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<tr>
<td>Core Set 9: where, finished, can, have Category: SOCIAL PHRASES</td>
<td>39</td>
<td>1/29/16</td>
<td>ES/CM/MB</td>
</tr>
<tr>
<td>Core Set 10: open, bare, stop, ever Category: QUICK CHAT: something's wrong, hurt, sad, scared</td>
<td>43</td>
<td>1/30/16</td>
<td>ES/CM/MB</td>
</tr>
</tbody>
</table>
Thank You

The ASF Communication Training Series is made available by the Angelman Syndrome Foundation and a generous grant from The Foster Family Charitable Foundation, a family foundation established in Central California.
Core Vocabulary Questions

- “How are we supposed to model throughout the day, across all sorts of activities, with a limited set of core words?”
- “What should I do if I cannot find the exact word I need?”
- “How can I use core words if they don’t match the situation or message I am trying to model?”
- “Can I use other types of words with the core, or should I only use the core words?”
- “What about academic vocabulary? Do I teach that in addition to the core?”
- “How can I talk/teach about a broad range of topics if I have such a limited number of words?”
Big Question

“What do we do when there is a mismatch between the words we have available on our AAC system and the ones we need for speaking and learning?”
Outcomes

* Understanding terms “core vocabulary” and “fringe vocabulary”
* Understanding of “tiered vocabulary” system
* Relationship between core/fringe and tiered systems
* How to use “descriptive language” approach
Today’s Topic Location in the 5 STEPS

<table>
<thead>
<tr>
<th>Targets</th>
<th>vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching/Tasks</td>
<td></td>
</tr>
<tr>
<td>Tools</td>
<td></td>
</tr>
<tr>
<td>Testing</td>
<td></td>
</tr>
<tr>
<td>Team</td>
<td>Descriptive language planning process and materials</td>
</tr>
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</table>
# Core Vocabulary

<table>
<thead>
<tr>
<th>Core Vocabulary</th>
<th>Fringe Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantity of words</td>
<td>small number</td>
</tr>
<tr>
<td>Frequency of Use</td>
<td>high frequency</td>
</tr>
<tr>
<td>Applicability across environments</td>
<td>all environments</td>
</tr>
<tr>
<td>Applicability across topics</td>
<td>all topics</td>
</tr>
<tr>
<td>Types of Words</td>
<td>variety of parts of speech</td>
</tr>
<tr>
<td>Usefulness</td>
<td>approximately 80%</td>
</tr>
</tbody>
</table>

Prentke Romich AAC  Language Lab
DLM’s First 40
Dynamic Learning Maps Alternate Assessment Consortium
First 40 Core Words

✓ Range of Parts of speech
✓ Context variety
✓ Topic variety
✓ High frequency
✓ Flexible

<table>
<thead>
<tr>
<th></th>
<th>like</th>
<th>want</th>
<th>not</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>
Core 150 Board

Maureen Nevers

✓ Range of Parts of speech
✓ Context variety
✓ Topic variety
✓ High frequency
✓ Flexible

Maureen Nevers, based on Gail VanTatenhove’s 112 Core Board www.vantatenhove.com
✓ Range of Parts of speech
✓ Context variety
✓ Topic variety
✓ High frequency
✓ Flexible

Core + Flip
Deanna Wagner
# Vocabulary in AAC Terms

<table>
<thead>
<tr>
<th></th>
<th>Core Vocabulary</th>
<th>Fringe Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantity of words</td>
<td>small number</td>
<td>very large number</td>
</tr>
<tr>
<td>Frequency of Use</td>
<td>high frequency</td>
<td>low frequency</td>
</tr>
<tr>
<td>Applicability across environments</td>
<td>all environments</td>
<td>limited environments</td>
</tr>
<tr>
<td>Applicability across topics</td>
<td>all topics</td>
<td>limited topics</td>
</tr>
<tr>
<td>Types of Words</td>
<td>variety of parts of speech</td>
<td>mostly proper names and other nouns</td>
</tr>
<tr>
<td>Usefulness</td>
<td>approximately 80%</td>
<td>approximately 20%</td>
</tr>
</tbody>
</table>

Prentke Romich AAC Language Lab
AAC and Spoken Vocabulary

- **Frequency**
  - More
  - Fringe Words (thousands)
  - Less

- **Flexibility**
  - More
  - Core Words (< 500)
  - Less
Instructional Vocabulary Tiers

More

Frequency

Less

Mature Language Users’ Vocabulary

Tier 1

Tier 2

Tier 3

More

Flexibility

Less

* Based on mature language users

Beck and McKeown, 1985
Types of Vocabulary
With Areas of Emphasis

more  FREQUENCY  less

Vocabulary Instruction

Tier 1

Core Words

Fringe Words

Speaking Vocabulary

more  FLEXIBILITY  less

Tier 2

Tier 3
Types of Vocabulary
With Areas of Emphasis

Vocabulary Instruction

Core Words

Fringe Words

Tier 1

Tier 2

Tier 3

more

FLEXIBILITY

less

more

FREQUENCY

less

Speaking Vocabulary

17
What to do??
How about this!

Tier 1 / Core Words
Processing Spoken and Curriculum Vocabulary

* Express a range of messages, ideas, and information using primarily Core Vocabulary (80%) with Fringe Vocabulary support (%20)

* Provide access to the curriculum by expressing the concepts, knowledge and information of Tier 2 and Tier 3 vocabulary using Tier 1 vocabulary (including core and basic fringe vocabulary).
Flexibility!

Tier 1 words, especially Core words, are flexible because:

* Each word does not just represent a single thing (for non-nouns) (example I)
different

new
“1 want a different book”

dissimilar
“Your picture is different than mine”

unequal
“This number is different than that one”

subtraction
“They are different by 5 spaces”

strange
“He is acting differently”
Flexibility!

Tier 1 words, especially Core words, are flexible because:

- Each word does not just represent a single thing (for non-nouns) (example I)
- Words can mean different things depending on the context – topic, setting, activity, partner
- Words can be combined with other Tier 1 / Core words to expand meanings
<table>
<thead>
<tr>
<th>Context</th>
<th>Phrase</th>
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</thead>
<tbody>
<tr>
<td>book</td>
<td>“Turn the page”</td>
</tr>
<tr>
<td>game</td>
<td>“Your turn”</td>
</tr>
<tr>
<td>toy</td>
<td>“I want a turn”</td>
</tr>
<tr>
<td>TV</td>
<td>“turn the channel”</td>
</tr>
<tr>
<td>radio</td>
<td>“turn it up/down”</td>
</tr>
<tr>
<td>bath</td>
<td>“turn water on/off”</td>
</tr>
<tr>
<td>car</td>
<td>“turn the corner”</td>
</tr>
<tr>
<td>person</td>
<td>“turn away”</td>
</tr>
</tbody>
</table>
Benefits of Increased Core

- Increase critical frequency of core modeling – moving towards expression
- Enhances familiarity with core words (navigation, use)
- Expands concept of core word meaning (for student and partner)
- Decreases programming demands for low frequency words
- Maintains important connection with curriculum and Tier 2 (or 3) words
- May provide opportunities to use words expressively
More Solutions

Descriptive Language
Descriptive Language

The ability to talk “about” something - to describe “how”, “where”, “when” as opposed to naming “what”- is a critical skill for teaching core vocabulary.

Don’t just tell me what it is, talk about what it does, how it feels, how it looks, how it moves, how it acts, where it is, what it is like…
Examples of Descriptive Style

“frog” → “small” “green” “wet” “jump”
“run” → “fast” “walk”
“grandfather” → “old” “man” “family”
“tree” → “tall” “green” “out”
Ways to Talk “About”

- What does it do?
- What are the parts?
- What size is it?
- What color is it?
- What belongs with it?
- What shape is it?
- What is it like?
- Where is it from?

From The Pixon Tell-Me-About Guide
by Rosemary Portera
The Pixon Tell-Me-About Guide
by Rosemary Portera
Gail Van Tatenhove’s
Pixon Project Curriculum Examples

www.Minspeak.com

Teachers & Therapists: Intervention Planning
Gail Van Tatenhove’s Pixon Project Examples

Teaching Materials Exchange
Gail Van Tatenhove’s Pixon Project Examples

Teaching Materials Exchange
The Teaching Materials Exchange is a place to find pre-made teaching materials. All materials are engineered with the use of Unity® icon sequences for Unity45 Sequenced, Unity60 Sequenced, Unity64 Sequenced, and Unity144 Sequenced. Most of the materials are also engineered with Pixons.

- Asking Questions
- Core Verbs
- Holidays
- Curriculum Supports
Gail Van Tatenhove’s
Pixon Project Examples

Curriculum Supports

- Science
  - The Scientific Process
  - Our Planets
  - Our Five Senses
  - States of Matter
  - The Water Cycle
  - How Do We Measure Weather?
  - Energy Verbs
  - Organs and Organ Systems
  - The Story of Digestion

- Social Studies
  - Talking About History
  - Civics 101
  - How to Read a Map
  - How to Use a Globe
  - My Money Plan

- Language Arts
  - Story Grammar Marker
  - Contraction Action
  - Homophones

Science
Social Studies
Language Arts
Math
Music
Art
Counting and Cardinality Standards

- Know number names and the counting sequence
  - Ordinal and Cardinal names
- Count to tell the number of objects
  - Number, Numeral, Symbol
  - Count, Odd, Even
  - Forward, Backwards
  - Quantity = how much
  - Line
  - Order
- Compare numbers
  - Compare
  - Big, Small, More, Less
  - Before, After, Between
  - Equal, Opposite
  - Same, Different
ELA – Story Elements

- Each symbol or icon on a SGM® represents an element of a story.
  1. Character = Who it is about?
  2. Setting = Where or when did it happen?
  3. Kick Off = What happened?
  4. Feelings = How does he/she/they feel?
  5. Plan = What does he/she/they want to do?
  6. Actions/Attempts = What does he/she/they do?
  7. Consequence = How does it turn out?
  8. Resolution = How does he/she/they feel now?
Social Studies - Map Terms

Map Skills Vocabulary

- map – a flat drawing of a place
- direction – what way to go
- key – tells what pictures on the map mean
- hemisphere – one of the four parts of the Earth
- scale – the way the size of a map is to the size of the thing
- north – a direction going to the top
- south – a direction going to the bottom
- east – a direction going right
- west – a direction going left
Science - Energy Verbs

Pixons

- has
- is
- store
- make
- change
- move
- happen
- work
- hold
- drop
- pull
- let
- go
- ride
- stop
- start
- put
- push
Science – Water Cycle

Water Cycle: Lesson-Specific Words
Manual Communication Board with Pixons®, PCS® pictures, and printed words

<table>
<thead>
<tr>
<th>cycle</th>
<th>water</th>
<th>sun</th>
<th>evaporation</th>
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<tbody>
<tr>
<td>vapor</td>
<td>plant</td>
<td>air</td>
<td>transpiration</td>
</tr>
<tr>
<td>cloud</td>
<td>rain</td>
<td>snow</td>
<td>condensation</td>
</tr>
<tr>
<td>sleet</td>
<td>hail</td>
<td>ground</td>
<td>precipitation</td>
</tr>
<tr>
<td>river</td>
<td>lake</td>
<td>ocean</td>
<td>collection</td>
</tr>
</tbody>
</table>

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Science – Water Cycle

Descriptive Discussion

• What happens during condensation?
  – water vapor cools off
  – makes clouds

• What happens during precipitation?
  – clouds get heavy with water
  – it rains, snows, sleets, or hails

• What happens during collection?
  – water runs together
  – goes into river, lake, ocean

• What happens during evaporation?
  – sun warms up water
  – water goes into the air
  – water turns into water vapor

• What happens during transpiration?
  – water leaves plants
Science - Solid, Liquid, Gas

Descriptive Discussion

• What do you know about a solid?
  – Has its own size
  – Stays its own shape

• What do you know about a liquid?
  – Takes the shape of what it is in
  – Might not fill it up

• What do you know about a gas?
  – Takes the shape of what it is in
  – Fills it all up
Science – Planets

Planet Actions with Pixons®

revolve = go around another thing
orbit = the way one thing goes around another
rotate = turn around
Science – Planet Adjectives

Target Adjectives with Pixons®

- near
- high
- big
- light
- small
different
- hot
- far
- bright
cold
- wet
- slow
- most
- er
- est
- ly
Ask Your General Educator

1. What is the topic?
2. What are the important concepts, knowledge and/or skills you want all students to learn related to this topic?
   1. Can you put that in plain language (tier 1)?
3. What is the key vocabulary related to this topic?

From “Making the Curriculum Descriptive Form” resource handout
Then Collaborate to:

4. Identify core vocabulary that represents the **important concepts, knowledge and/or skills** related to this topic.

5. Identify core vocabulary that represents the **key vocabulary** related to this topic.

6. If necessary, identify which of the above **information related to this topic will be prioritized for your learner.**
Plants Example

<table>
<thead>
<tr>
<th>1 - Topic</th>
<th>2 - class learning targets?</th>
<th>3 - key topic vocab</th>
<th>4, 5 - topic in core vocab</th>
<th>6 - personal learning targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates: October 2015</td>
<td>Do living things grow?</td>
<td>nutrients - hot</td>
<td>sun</td>
<td></td>
</tr>
<tr>
<td>Curriculum Terms</td>
<td>How/why do they grow?</td>
<td>fuel - not</td>
<td>leave</td>
<td></td>
</tr>
<tr>
<td>temperature - big</td>
<td></td>
<td>light - need</td>
<td></td>
<td></td>
</tr>
<tr>
<td>air - grow</td>
<td></td>
<td>temperature - grow</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>air - move</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Take-Away

* fringe words / Tiers 1, 2, and 3 words can translate into more basic Tier 1 and Core words.
* “translation” possible for reading, writing, speaking and listening
* same for informal and formal contexts
* “real time” (e.g. modeling) WILL take time and practice – but you CAN do it!
Resource Handouts

Master Resources Document

Core 201 Resources 012116

Sample Blank Form

Model Shared Reading Core Blank 011616

Example Resource Document:

Model Shared Reading Core TCWP42 011816

Example Resource Document

Making the Curriculum Descriptive Form
Possible Next Steps

- Link to one of the example forms
- Link to one of the referenced websites or articles
- Practice using descriptive language by “translating” one Tier 2 word, from one activity into a core word
- Download Making Curriculum Descriptive Form and try to use it with others for one curriculum topic
- Share this webinar link
- Share resources list
Questions?
Thank You

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