Core Set 5: The 5th Core Four

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Today's Webinar

- Introduce the 5th set of Core Four
- Empowering students to direct support
- Connecting these high-frequency words to reading and phonemic awareness
Today’s webinar in the 5 STEPS

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Core Words

✴ A small set of words used frequently in many different contexts

✴ Easily combined and re-combined with many other words

✴ A term used to describe a way to organize AAC vocabulary: core vs. fringe
Set 5: Core Four
Find these in your system

✶ Me
✶ Make
✶ Get
✶ Look
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 those core words for expressive purposes

- Increase the frequency of how often we, and our student, uses, combines, and re-combines these words in different contexts across the day
Set 5: Core Four

- Me
- Make
- Get
- Look

The power of the 5th Core Four: DIRECTING words to empower self-advocacy
1st word: ME

- High-frequency and social

- Can model anytime we are reflecting!
  “you want ME to HELP?”
  “you do NOT want ME to help!”
  “you are saying, pick ME!”

- Socially appropriate for attention seeking
How can we use ME?

- Do you want ME to do it, or you?
- I think you are saying, let ME!
- I think you like ME!
- Who knows the answer? ME!
- Who wants a cookie! ME!
- ME too!
2nd word: MAKE

- to create or to form
- high-frequency word in the classroom and during crafts and activities
- supports academic inclusion such as science
- snarkiness: “MAKE ME.”
MAKE: Cooking

- **Day before:** We will cook tomorrow – WHAT should we MAKE? (let them help pick)

- **Announce:** We will MAKE smoothies!

- **Report:** Jessie’s gonna MAKE IT with strawberries (after Jessie put them in)

- **Reflect:** I think you want to MAKE MORE
MAKE:  Science Experiments (& Silly Science)

✴ **Announce:** We will MAKE a rocket. We can MAKE IT GO UP!

✴ **Announce:** We will MAKE fake boogers today!

✴ **Reflect:** I think that MAKES Ramon sick!
MAKE: Construction Activities & Pretend Play

- Works well with:
  - Play Doh
  - Legos, etc.
  - Dolls, superheroes, and other pretend characters
3rd word: GET

* to receive or obtain

* reflect:
  “I see you reaching. Can I GET that?”

* particularly powerful for anyone with limited mobility, to direct others to objects or people out of reach:
  “I hear you vocalizing to Mom. Can I GET her?”

* snarkiness: “GET IT?”
4th word: LOOK

- to direct eye gaze, to appear
- value for compliments: “you LOOK good!”
- reinforce value of eye gaze for communication:
  “I see you LOOK there”
  “you are LOOKING at”
- appropriate way to seek attention:
  “you want me to LOOK at you”, “LOOK at ME”
- snarkiness: “LOOK, people…”
LOOK = Compliments

- You LOOK good!
- HE LOOKS good!
- I LIKE the LOOK of that!
- Yum, that cookie LOOKS good!
Appropriate attention seeking

- Re-direct challenging attention seeking behaviour to AAC
- LOOK at ME, talk to ME, read with ME, sit with ME, play with ME, wrestle with ME, come to ME
- Self-advocacy:
  - Do NOT talk about ME, talk to ME (not her!)

Beukelman & Mirenda, 2012
Student-directed activities

- Break out of activities that direct the student what to do
- Create opportunities for student to direct adults and others
- Directing others develops autonomy and makes student actively involved in own support
Modelling CORE 4

- **Conversation**, not interrogation
- **Expectant pause**: count to 5! or 25!
- **Invite** the student to respond
- **Accept** all multi-modal responses
- **Reflect** the response with AAC
Down with demands

Up with invitations

Caroline Ramsey Musselwhite
Example: Legos, etc.

* Adult - Q: What should we MAKE?
* Adult: <pause>
* Adult - options: We could MAKE a house or a plane.
  
  Adult - Reflect: LOOKs like YOU will MAKE a house!
* Adult – Comment: THAT LOOKs cool!
* Adult - Q – Should we GET the Star Wars set?
* Student: Looks toward Star Wars set
* Adult – I’ll GET them!
Example: Doll play, etc.

- Adult – Comment: She LOOKs cold! (naked doll)
- Adult: Wonder WHAT she WANTs to wear. . .
- Adult. <pause>
- Student: Reaches toward dress
- Adult - Comment: THAT will LOOK great! <helps>
- Adult - Q – Should we GET another?
- Student: Looks toward dolls
- Adult – I’ll GET them all! <Student gets one>
- Adult – Reflect: Okay, we’ll GET this one!
Example: Doll play, etc.

* Adult – Q: Where should we MAKE them GO?
  * Adult: <pauses>
  * Adult: We could MAKE them GO . . . Hmmm . . . PLACES . . .
  • Adult: <pauses>
  • Student: looks briefly at places
  • Adult – reflects: I think you are LOOKing at MOVIES. Should we MAKE them GO to the MOVIES?
  • Student: <grins>
  • Adult: Okay. GET yours!
  • Student: <Grabs one doll>
  • Adult – Q: Should I GET Queenie? (student smiles).
Reading Fun
With Core 5 Set

Make!

Get!

Me!

Look!

Dr. Caroline Ramsey Musselwhite
Read Books That Highlight These Words

• Search for the words in Tar Heel Reader
• Remember - First just READ the book with your child (not using the AAC system!)
• Then talk about the book using the AAC system, and highlighting the key words
Sample Books in THR

• **LOOK:**
  • Finding a Lost Dog by DLM
  • I Like to Look Like by The Suite Kids

• **ME:**
  • Me by TWS

• **Make:**
  • Mud Pie Fun by adcoxe
Finding a Lost Dog
DLM
How do you find a lost dog?
Look in his crate. If he is not there, keep looking.
Look in his dog house.
If he is not there, keep looking.
Look at the playground. If he is not there, keep looking.
Look at your friend's house.
If he is not there, keep looking.
Look in the woods.
If he is not there, keep looking.
Look under the bed.
If you find him there, he was never lost.
He was hiding!
Phonemic Phun!!!

Rhyming

Dr. Caroline Ramsey Musselwhite

http://aacgirls.blogspot.com/
Get Set . . . For a Pet!
Caroline Musselwhite
Get set for a pet!
Yay! We get a pet!
Yep. A pet. You bet!
Look. A snake!
Is that what we get?
Nope. Mama won't let!
A pet. You bet!
Look. A fish.
Is that what we get?
Nope. Too wet.
A pet? You bet!
Look. A horse.
Is that what we get?
Nope. Not yet.
Don't fret. We'll get that pet!
Look. A dog!
Best pet I've ever met!
Okay. Off to the vet!
Fun Rhyming & Play Activity

• **Goals:**

1) **Getting students to notice rhyming words**
2) **Combining rhyming & play**
3) **Having FUN!**
Play Doh: Rhyming FUN Script

Let’s MAKE a cake.
Ohhhhh - that rhymes - make / cake!

Okay, Let’s MAKE a cake.
Bake, bake, bake,
We’re gonna MAKE a cake!
<Make the cake together>
Play Doh: Rhyming FUN Script

We can’t really eat it - it’s fake. Ohhhhh - that rhymes too! Fake cake, fake cake!

Let’s MAKE a cake. A big fake cake.
Bake, bake, bake, MAKE a fake cake!
<Pretend to eat it>
Wait . . . a snake cake!!   Another rhyme.  Snake cake!

Bake, bake, bake, 
MAKE a fake cake.   A fake snake cake!

<Put a snake on the cake>
Play Doh: Rhyming FUN Script

Hey . . . in a lake! That rhymes too - cake in a lake.

Bake, bake, bake, MAKE a fake cake. A fake snake cake!
A fake snake cake, sitting in a lake!
<Make a lake around the cake>
TIP: Print It First!

• Print this

• Use it as a script while playing with play-doh
Re-Write a THR Book

1) Download the book (ex: Me)

2) Read it and talk to your child about it

3) Change the text (if needed)

4) Find or take pics to match
Me, me, me....
Who likes ice cream.......Me!

Keep it?

Or . . .

Change it!

Who likes ice cream.......Me!
Who likes playdoh? .......Me!

Keep it?
Or . . .
Change it!

Who likes playdoh? .......Me!
Who wants a tickle? ... Me!

Keep it?

Or . . .

Change it!

Ending with a punch!
Upcoming webinars

✴ Next Thursday, January 14, 2015
Shared reading with Caroline Musselwhite

✴ Coming up:
descriptive language, connecting to the curriculum,
predictable chart writing

✴ Feedback:
applying the Series to adults
more video examples
Possible Next Steps

✴ Join the modelling challenge in the Facebook group!

✴ If just getting started, set ONE goal: see the person, see their AAC

✴ Share your experiences in the Facebook group!
Questions?
Thank You!

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