Today's webinar in the 5 STEPS

Core Set 6: The 6th Core Four
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Today's Webinar
✴ Introduce the 6th set of Core Four (high-frequency words)
✴ Explore modeling language to support concept development
✴ Storybooks and other fun “communication temptations” to create an opportunity to use our Core Four

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 6: Core Four
Find these in your system
✴ What
✴ Are
✴ Need
✴ Is

Tools
ACL with robust core word
 AAC with critical core word
 pragmatically organized

Targets
Core word vocabulary

Teaching
Instruction

Testing
Team

Core Word Vocabulary

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 6: Core Four

The power of the 6th Core Four:

✴ What
✴ Need
✴ Are
✴ Is

The power of the 6th Core Four:

✴ Is concept development
Concept development

Early childhood is when children learn through direct experience, observation, physical exploration, and language. Concepts organize our world and extend our learning with language to identify patterns and categories.

Children with disabilities have barriers to incidental learning.

**Barriers**
- Physical and sensory impairment: mobility, vision, communication
- Sensory processing: visual, auditory, tactile, vestibular, proprioceptive
- Cognitive, memory and language

**Foster repeated hands-on exploration with concrete objects for their natural purpose in natural opportunities and environments**

**Model use of language to ask and answer questions, describe, and attach meaning to words**

**Nouns**: dog, book, person, “mom” vs MY mom

**Descriptive words**: what it looks and feels like

**Verbs**: am, is, are, run, walk, jump

**Opposites**: big vs small, smooth vs rough, fast vs slow

**Feelings**: happy, angry, sad, lonely, frustrated

**Time**: first, last, now, later, before

**1st word**: WHAT

**High-frequency, interactive, noun and question word**

**Supports choice-making**: WHAT would you LIKE?

**WHAT is that?**

**WHAT is the deal, dude? WHAT?! That's WHAT!**

**Modeling core vocabulary supports concept development**

**WHAT**

**WHAT?!**

**WHAT?! THAT'S WHAT!**

**WHAT? IS IT?**

**WHAT? IS IT? WHAT? IS IT? WHAT? IS IT?**
Reflect, re-direct

WHAT is that sound? It's the janitor!
Let's keep reading now!

WHAT is at the window? It's a bird!
Let's get back to work!

WHAT are we listening for? We are listening so we can...

Model your response

WHAT is that? It's a thing/animal/bird!
WHAT does this feel like? I think it is describing words ROUGH.

WHAT is that sound? It's a people/school/Principal Johnson!
WHAT is at the window? It's a bird!
WHAT are we listening for? We are listening so we can...

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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

Model WHAT as a question

2nd word: NEED

Opportunity to teach that all of us NEED help and assistance
WHAT else do we NEED to finish this?
WHAT do you need?
Model what you need: I NEED HELP with this.
WHAT do you need?

Accept the student to respond
Reflect the response with AAC

Conversation, not interrogation

WHAT book should we read?
WHAT do you see? Ah, that is Principal Johnson! I see her, too. Now, what were we doing? We were reading. WHAT book should we read?

WHAT do you need?
Model what you need: I NEED HELP with this.
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Conversation, not interrogation

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Concept development

Invitation, not demands

Model, then wait

ARF reading:
- WHAT ARE we doing next? First, we
- It IS almost time for recess!
- Visual schedules

ARF, IS and concepts of time

Predictability and books

Repeated readings of familiar books

Repeated experiences across books:
- WHAT part IS funny? Sad?
- WHO IS your favorite character?
- WHAT IS your favorite part?

Prioritize for concept development:
- Labeling, describing, etc.
- Invitations for concept development:
  I think YOU ARE NOT happy about that!
  I think YOU ARE happy today!
  That IS big!
  Supports description:
  - High-frequency

Learning strategies

Predictability and

3rd and 4th word: ARE, IS

Negate with NOT:

This IS, NOT:

That IS big!

I think YOU ARE happy today!

I think YOU ARE NOT happy about that!
Possible Next Steps

- Identify some concepts to prioritize and emphasize across the day.
- Select a book to read for FUN!
- Share your experiences in the Facebook group!

Upcoming webinars

- **February 11:** Independent book exploration and reading with Caroline Musselwhite.
- **February 18:** Connecting core vocabulary with the curriculum with Caroline Mussealwhite.
- **February 25:** Social Scripts with Caroline Musselwhite.

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Questions?

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Thank You!