Today's webinar in the 5 STEPS

Core Words

A small set of words used frequently in many different contexts

Easily combined and recombined with many other words

A term used to describe a way to organize AAC vocabulary: core vs. fringe

Set 8: Core Four

Find these in your system

✴ Go
✴ That
✴ Do
✴ Don't

Find these in your system

✴ Help
✴ Be
✴ Am
✴ Is
✴ Did
✴ Was
✴ What
✴ Them
✴ Here
✴ There
✴ Our
✴ Your
✴ It
✴ Me
✴ More
✴ Different

Core Word Vocabulary Instruction

Introduce the 8th set of Core Four (high-frequency words)

Explore modeling core words to support concept development and classroom connections

AAC with robust core word or pragmatically organized vocabulary

Team

Testing

Tools

Teaching

Targets

Core word vocabulary

Core word vocabulary

AAC with robust core word or pragmatically organized vocabulary

Today's webinar in the 5 STEPS

Test:

Set 8: Core Four

Find these in your system

✴ Go
✴ That
✴ Do
✴ Don’t
The power of negating: double your verbs with DON'T
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 8: Core Four**

- Don't
- The power of the 8th Core Four:
- Vocabulary for power to direct others

**1st words: DON'T and DO**

- Verbs: to perform, achieve, or complete
- “Do you have a cat?”
- “Don’t you like chocolate?”

- Snarkiness and slang:
- “We are going to a fancy do.”
- “She has a new do.”

**Verb:** to perform, achieve, or complete

- Used before a verb in questions:
- “Do you have a cat?”
- “Don’t you like chocolate?”

- Snarkiness and slang:
- “We are going to a fancy do.”
- “She has a new do.”

**Questions:**

- Combine with other core words
- Combine with other core words

- What DO you need?
- Do you need to help?
- I need you to DO this.
- Yes, I DO.
- Who DO you need?
- DO you want help?
- I need you to DO this.
- Yes, I DO.

- DO you...?
- Who DO you...
- Yes, I DO!

- What DO you need?
- I need you to DO this.
- Yes, I DO.

- DO you want that?
- Yes, I DO!

**DON'T and DO**

- The power of the 8th Core Four:
- Vocabulary for power to direct others

**“DON’T” and “DO”**: demand performance

- Snarkiness and slang:
- “We are going to a fancy do.”
- “She has a new do.”

- Beware modelling vs. bossing: are we teaching the power of a voice?

- Proportion of reflective modelling (“I think you DON’T want that”) as directing (“DON’T DO that”)

- Level the playing field with at least equal proportions of reflective modelling and direct orders.

- Compare

- “I want school” to...

- “I need you to DO this.”
- “Yes, I DO.”
DON'T is POWER.
DON'T is SAFETY.

Reflective modeling

You are telling me DON'T GO!

You are covering your ears. You are saying to your brother, DON'T YELL.

You are laughing and rocking! You are saying DON'T STOP!

You are pushing my hands away. You are saying DON'T DO THAT.

Avoid constant "don't" language.

"Don't hit" vs "DO control your hands."

"Don't touch" vs "Gentle hands."

Model what to DO

Use THIS with THAT

"You are reaching. I think you are asking for THAT."

Modeling requests:

- "You are making me DON'T DO that."
- You are covering your ears. You are saying to your brother, DON'T YELL.
- You are laughing and rocking! You are saying DON'T STOP!
- You are pushing my hands away. You are saying DON'T DO THAT.

Compare THIS book to THAT book

Choicemaking:

Do you want THIS one or THAT one?

3rd word: THAT

- Pronoun: "THAT" refers to a person or thing you can see or hear
- "THAT" is a good idea
- "THAT" is my cat
- "THAT" is THAT.

- "THAT" is the one
- "THAT" is the one I would go THAT far.

Refers to a person or thing we have just discussed

Snarkiness factor:

"I wouldn't go THAT far."

Use THIS with THAT

"You are reaching. I think you are asking for THAT."

Compare THIS book to THAT book

Choicemaking:

Do you want THIS one or THAT one?

3rd word: THAT

- Pronoun: "THAT" refers to a person or thing you can see or hear
- "THAT" is a good idea
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Refers to a person or thing we have just discussed

Snarkiness factor:

"I wouldn't go THAT far."

"You are making me DON'T DO that."

Avoid constant "don't" language.

"Don't hit" vs "DO control your hands."

"Don't touch" vs "Gentle hands."

Model what to DO
Verb: move from one place to another, leave

"Time to go!" "Let's go!" "Don't go!"

Noun: "Have a go!"

Reflexive modeling: using "Let's go, branch starter, Go!

Directing action: 'Go'

Requesting action: using "let's go" branch starter

GO across the day

Wake up and GO get dressed.

GO brush your teeth and hair.

GO eat breakfast.

It's time to GO! Get your backpack and GO get in the car!

GO to your class. GO sit down.

GO out to recess, then GO to lunch.

GO get your art supplies.

Get ready to GO home.

GO horseback riding.

GO back home. GO wash your hands then GO sit down for dinner.

GO take your bath. GO get changed into PJs.

GO across the day

"All systems go!" He is just go-go-go!"

Smartness: "Have a go!"

Noun: "Time to go!" "Let's go!" "Don't go!"

move from one place to another. Leave

Verb: 4th word: GO
Requesting action

Directing action


Using "do something" branch starter

Go, Directing action

Requesting action
Also appear as predictably associated:

- go,
- don’t,
I like to go to Kroger.

I do not like to go to the shoe store.

I like to go to the movies.

I do not like to go to the monster house.
I like to go to Chuck E Cheese.

I do not like to go to bed.

I like to go to Disney World.

I do not like to go to McDonalds.

I like to go to the haunted house.

I do not like to go to the dentist.
I like to go to Frosty Boy.

I do not like to go to time-away.

I like to go to Church.

Gotta go!
Don't go there!

My mat, cat.

Don't go there!

My backpack.

Don't go there!

Busy street?
Boys?

Don't Go There!

The water bucket?

Homework.

Don't go there!
Questions?

Possible Next Steps
- Identify a time of day when your student is using non-symbolic communication to say "don't." Model "don't" on their own!
- Share your experiences in the Facebook group!

Upcoming webinars
- April 14, 2016: Reading assessment: The Bridge with Erin Sheldon
- April 21, 2016: Communication assessment with Maureen Nevers, SLP
- April 28, 2016: Writing about the Curriculum with Erin Sheldon

Questions?

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Thank You!