Core Set 10: Our Final Core Four

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Today's Webinar

✱ Introduce the last set of Core Four (high-frequency words)

✱ Explore modelling core words to support self-advocacy and asking questions

✱ Wrap up the Series!
Today’s webinar in the 5 STEPS

<table>
<thead>
<tr>
<th>Targets</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Core word vocabulary instruction</td>
</tr>
<tr>
<td>Tools</td>
<td>AAC with robust core word or pragmatically organized vocabulary</td>
</tr>
<tr>
<td>Testing</td>
<td></td>
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<tr>
<td>Team</td>
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<td>3.</td>
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<td>4.</td>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
<td>don’t</td>
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<tr>
<td>9.</td>
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<tr>
<td>10.</td>
<td>open</td>
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</tbody>
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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 10: Core Four

Find these in your system

✴ Open
✴ Turn
✴ Stop
✴ Over
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 10: Core Four

- Open
- Turn
- Stop
- Over

The power of the 10th Core Four:

vocabulary to direct others
1st word: OPEN

- **Adjective**: allowing access, passage, or a view
  - “The window was open”
  - “The room was large, with an open layout”

- **Verb**: to move something in order to allow access
  - “Open the window”
  - “Open the book”

- **Noun**: a type of competition: “The British Open”

- **Common usage**: flexible, can be modified
  - “I’m OPEN to anything!”
Inviting questions

- Do you need HELP to OPEN the door? I think you are saying you are FINISHED and ready to GO home!

- You gave me the bag of chips, do you want me to OPEN it?

- Let’s read this book! Will you OPEN it?

- I need HELP. Can you OPEN this for me?

- WHAT should we DO today? I’m OPEN to anything!
Open for Business
badamson
Open the jar.
Open the box.
Open the door.
Open the backpack.
Open the can.
No! These cans!
We're open for business!
Will You Open It?
The Suite Kids
Will you open it?
I will open my Doritos for snack.
I will open my Veggie Straws for snack.
I will open my M&M’s for snack.
I will open my banana for snack.
I will open my cookies for snack.
I will open my yogurt for snack.
I will open my Goldfish for snack.
I will open all these for snack!
2nd word: TURN

- **Verb:**
  Move or rotate in a circular direction:
  “TURN the knob.”
  Change in state, to cause something:
  “It will TURN from blue to green.”

- **Noun:**
  An act: “A TURN of the wheel”
  An opportunity to do something in an order with others:
  “It is your TURN to GO!”
Taking TURNS

* Science: 
  “LOOK! It's almost your TURN to add the next ingredient!”

* Circle: 
  “Get ready! It's almost your TURN to share!”

* Waiting: 
  “We stand quietly until it's your TURN.”
  “It's my TURN with the iPad, then it will be your TURN.”
TURN can help us avoid overusing “NO” and “DON’T”; use as a visual and oral prompt to help students learn to wait.
TURN and the concept of “change”

- TURN works well with teaching the concept of FIRST and THEN.

- “We will learn how a caterpillar can TURN into a butterfly. FIRST, it is an egg. THEN it is a caterpillar. THEN it TURNS into a butterfly!”

- “We will add baking soda to TURN this into a volcano!

- “We will blow air into the balloon and TURN it into a ball!”
Book Writing: Ev

- Work in progress
- Using multiple uses of TURN:
  - Turn it up / on / off
  - My turn
  - Turn here
3rd word: STOP

Verb:
To finish doing something:
“STOP that.”
Cause to come to an end:
“She STOPPED it.”

Noun:
A cessation of movement:
“The car came to a STOP.”

Power word: direct others to STOP
Reflective modeling

- “You’ve dropped to the ground. I think you want to STOP walking.”

- “You are pushing the book away. I think you want me to STOP reading.”

- “You are reaching for the banana. I think you do NOT want to STOP eating!”

- “Your sister is covering her ears. I think she wants you to STOP that noise!”
AAC is power when it is more effective than using your body.
Model how to negotiate

- “You want to STOP. Let’s do one MORE, then we will STOP.”

- “I see you want to STOP. We are almost FINISHED. Can you HELP me with just one more.”

- “You want to STOP. I am SORRY, but we can NOT STOP yet.”
Stop that!
Stephanie
Stop that!
The music was loud. I said "stop that!"
The woman was singing. I said "stop that!"
My brother took my toy. I said "stop that!"
The baby was crying. I said "stop that!"
The boy was shouting. I said "stop that!"
The dog is barking. I said "stop that!"
The cat was meowing. I said "stop that!"
The washing machine was beeping. I said "stop that!"
"Be quiet!"
4th word: OVER

* Preposition:
  Directly upward from: “The sun is OVER the lake.”
  Passage across: “She walked OVER the grass.”

* Adverb
  Passing across:
  “She leaned OVER to touch my hand.”
  Indicate a place: “Come OVER here!”

* Snarkiness:
  “I am OVER that!” “She is OVER him!”
Book Re-Writing: Ev

- Work in progress
- Using the teen phrases:
  - I’m over it
  - I’m over that
Four Core and PODD
Wrap-Up
## My Webinar Log

**Angelman Syndrome Foundation Communication Training Series by Date**

*As an ASF-CTS participant, you may find this document useful for tracking webinars that you have viewed, those that you would like to view, and those that are coming up.*

<table>
<thead>
<tr>
<th>Web #</th>
<th>Topic</th>
<th>Viewed</th>
<th>Date</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CTS</td>
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Wrap-Up

*Step 1:*
Does your individual with Angelman have a robust AAC system?

*Webinar 3:*
Does Your App Measure Up?
Evaluating AAC Supports
Wrap-Up

**Step 2:**
Do you have routines in place when YOU can use the person’s system too?

- Webinar 4: Aided language modelling
- Webinar 15: Engineering environments
Wrap-Up

✴ **Step 3:**
Are you modelling?
Set goals!

✴ CORE 4 series
✴ Reading and writing webinars
Wrap-Up

**Step 4:**
Do you have friends and mentors to help you on this journey?

- Continue to talk in the Facebook group!
- Join PODD groups on Facebook
Wrap-Up

🌟 **Step 5:**
Complete our Survey to provide feedback to us!

Coming soon!
Watch for the survey!
Questions?
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.