Slide 1

**Core Set 3:
The 3rd Core Four**

angelman
SYNDROME FOUNDATION

angelman syndrome foundation | COMMUNICATION TRAINING SERIES

November 5, 2015

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Slide 2

Today's Webinar

* Introduce the 3rd set of Core Four (high-frequency words)

* Explore aided language expansion and extension as an instructional or modelling strategy

* Word play and other fun "communication temptations"

Slide 3

Today's webinar in the 5 STEPS

Targets	
Teaching	Language expansion and extension
Tools	AAC with robust core word or pragmatically organized vocabulary
Testing	
Team	

Slide 4

DLM's™ "First 40"

Center for Literacy & Disability Studies
University of North Carolina at Chapel Hill

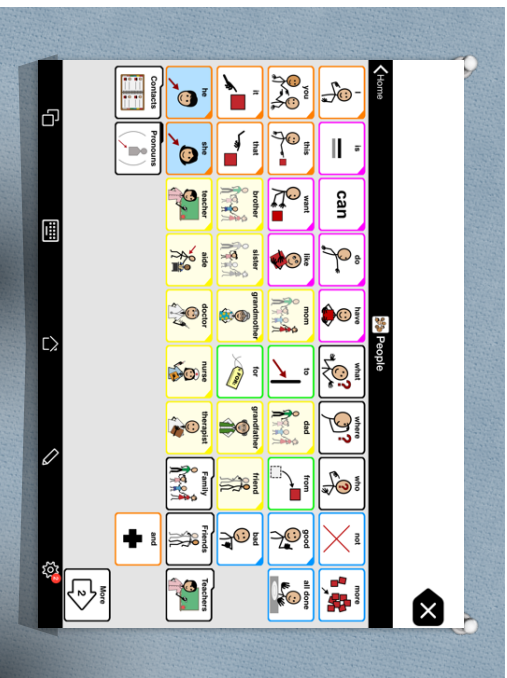|			
1.	I	like	not	want
2.	help	it	more	different
3.	who	she	you	he
4.	where	up	on	in
5.	me	make	get	look
6.	what	need	are	is
7.	some	put	all	this
8.	don't	that	go	do
9.	when	finished	can	here
10.	open	turn	stop	over

Slide 5

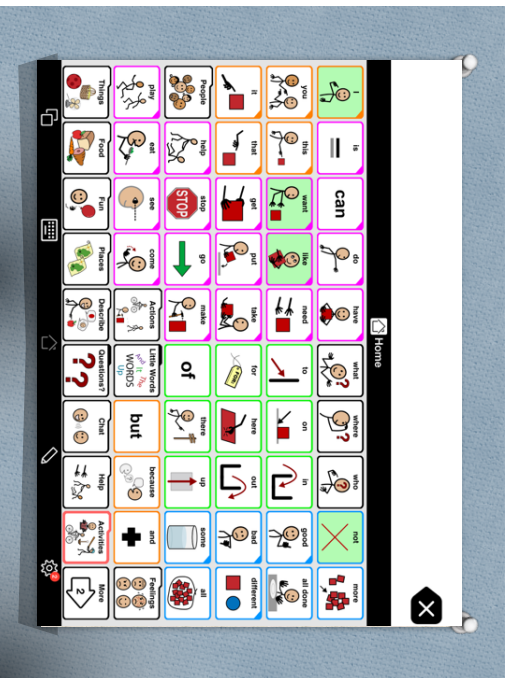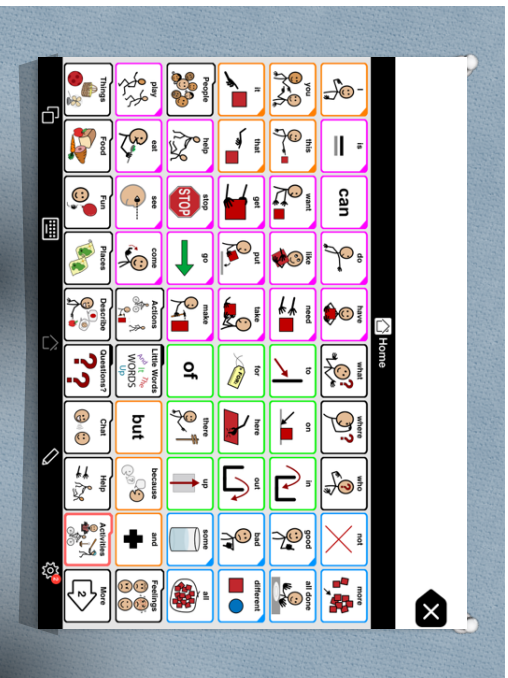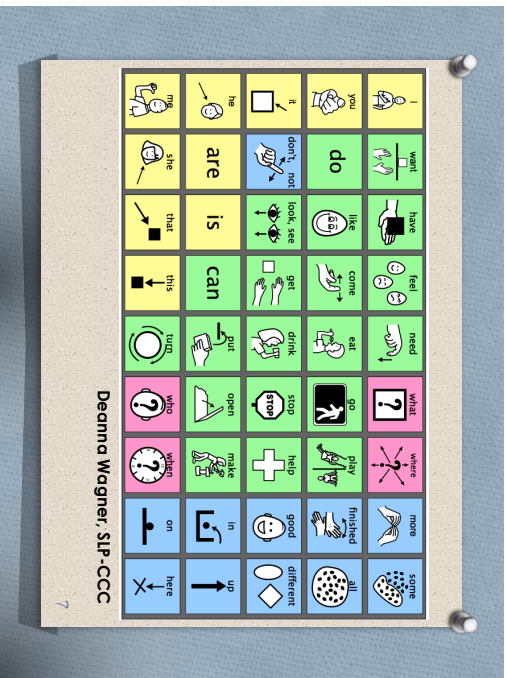**Core Words**

* 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

Slide 6

Set 3: Core Four
Find these in your system

* Who
* She
* You
* He

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

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Set 3: Core Four

Who

She

You

He

The power of the 3rd Core Four: **PEOPLE** words

1st word: Who

* High-frequency

* High-value: social and interactive

* Supports choice-making

How can we use WHO?

* WHO knows the answer?
* WHO can help me?
* WHO is that?
* WHO would you like play with?
* WHO should we write a note to?
* WHO did you see this weekend?
* WHO would you like to help you, X or Y or someone different?
* I know WHO! YOU!

Modelling WHO

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

Example

* Adult: "WHO would you LIKE to work with?"
* Student: looks at peer and flaps hands excitedly
* Adult: "YOU are looking at SAM! I think SAM is WHO you want to work with."

2nd word: YOU

* High-frequency
* When in doubt, model YOU
* Combine with any verb or adjective

How can we use YOU?

* I think YOU LIKE this!
* I think YOU WANT that. Here YOU go.
* Can YOU HELP me?
* I NEED YOU to sit with me.
* YOU can do this!
* I LIKE YOU!
* YOU are looking at him. Are you wondering WHO HE is?

3rd and 4th words: SHE and HE

* Flexible:
* Can refer to ANY person
* Can combine with any verb or adjective
* Builds on social interest of students with Angelman
* Builds language to support more appropriate response to new or favorite people.

Language expansion

* Offer information about the person:
  Who is that person?
  Where is that person?
  When will our student see that person?
* Describe the person with an adjective
* Combine the name with a verb related to the person

Language expansion

* PEOPLE are one of the most common topics of interest for our students with Angelman
* Many students will repeatedly name specific people in their AAC
* Expansion allows us to expand on the name to model new concepts and communicative messages associated with that person

Teaching AAC: Modelling

* Model: indicate the symbol when you speak the word
* Describe: use the symbol to talk *about* something
* Reflect: use the symbol to reflect what the student is communicating
* **Expand: use the symbol to build on the concept the student is communicating**
* Extend: increase the length of the message to be more grammatically correct

Slide 1: Expand your use of the homepage

Communication board with symbols:
me, he, it, you, I
she, are, don't/not, do, want
that, is, look/see, like, have
this, can, get, come, feel
turn, put, drink, eat, need
who, open, stop, go, what
when, make, help, play, where
on, in, good, finished, more
here, up, different, all, some

Slide 2: Example

* Student: "Ms. Elliot"
* Adult: "Ms. Elliot is your OT. I think you LIKE Ms. Elliot."
* Student: repeats "Ms. Elliot Ms. Elliot"
* Adult: "Ms. Elliot will come tomorrow. YOU will see Ms. Elliot tomorrow! YOU LAUGH when you see Ms. Elliot."
* Student: squeals, "SWING"
* Adult: "Yes, YOU are right! I think YOU will work in the gym with Ms. Elliot. I think you will get to swing with her tomorrow. Ms. Elliot is FUN."

Slide 3: Example

* Student: "JOHN JOHN JOHN"
* Adult: "JOHN is your brother."
* Student squeals, repeats "JOHN"
* Adult: "I think YOU LIKE John."
* Student: laughs, repeats "JOHN."
* Adult: " John is FUNNY. John is SILLY. YOU LIKE to wrestle with John."

Slide 4: Expand with core

* YOU LIKE
* YOU do NOT LIKE
* YOU WANT
* YOU want to SEE
* LOOK! Do YOU see?
* YOU want to GO
* YOU CAN
* YOU DO IT!
* HE is GOOD!
* SHE is FINISHED.
* YOU can HELP!
* Do YOU NEED help?
* I think YOU FEEL
* YOU want her to COME here.
* YOU WANT to meet him.
* YOU want me to COME
* YOU need to COME here
* YOU want me to STOP

Slide 5: Expand with fringe

* PEOPLE words
  occupations, family roles, friend words
* DESCRIBING words
  positive or negative, opposites, sensory: sound, feel, tastes
  FUN words: silly, stinky, scary, fabulous, epic, cool
* FEELINGS
  YOU seem...BORED, EXCITED, TIRED, HAPPY
* VERBS and activities:
  what does our student DO with this person?
* PLACES
  Where does our student see, or go with, this person?

Slide 6: Expand with pragmatic branch starters in PODD

* Something's wrong
* I LIKE this
* I DON'T LIKE this
* I'm asking a question
* I'm telling you something/categories, actions or activities

Phonemic Phun!! Rhyming

Dr. Caroline Ramsey Musselwhite
http://aacgirls.blogspot.com/

We Blew It
Reed A. Booke

Uh oh, he blew it.

He Likes / She Likes

And she knew it.

He likes cats.

She likes rats.

Preview of next week:
The Core Four and Shared Reading

* Books that create opportunities to model core

* Fun, free texts you can download and read!

* Core Four as sight words

Upcoming webinars

* Help! My Proloquo2Go just has "I want!": Transitioning to a Core Word vocabulary in P2Go

* Questions and feedback from all of YOU:
  Teaching: help with a specific strategy
  Tools: help with a specific app or AAC system
  Targets: help with goal setting
  Team: help with implementation

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.

Thank You!

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Questions?

Possible Next Steps

* Create *irresistible invitations* for our students to want to talk about someone, including photo albums, camera rolls, personalized books, social media, etc.

* Target an expansion category for talking about favorite people: core words, describing words, places or activities, etc.

* Share your experiences in the Facebook group!

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