

Core Set 5: The 5th Core Four

January 7, 2015

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angelman
syndrome
foundation

COMMUNICATION TRAINING SERIES

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

<i>Targets</i>	
<i>Teaching</i>	Core word vocabulary instruction and self-advocacy
<i>Tools</i>	AAC with robust core word or pragmatically organized vocabulary
<i>Testing</i>	
<i>Team</i>	

DLM's™ "First 40"

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



Center for Literacy &
Disability Studies

University of North
Carolina at Chapel Hill



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

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

Deanna Wagner, SLP-CCC



Home

I 	is 	can 	do 	have 	what 	where 	who 	not 	more 
you 	this 	want 	like 	need 	to 	on 	in 	good 	all done 
it 	that 	get 	put 	take 	for 	here 	out 	bad 	different 
People 	help 	stop 	go 	make 	of 	there 	up 	some 	all 
play 	eat 	see 	come 	Actions 	Little Words <i>And It The</i> WORDS <i>Up</i>	but 	because 	and 	Feelings 
Things 	Food 	Fun 	Places 	Describe 	Questions? 	Chat 	Help 	Activities 	More 





Home

I	is	can	do	have	what?	where?	who?	not	more
you	this	want	like	need	to	on	in	good	all done
it	that	get	put	take	for	here	out	bad	different
People	help	stop	go	make	of	there	up	some	all
play	eat	see	come	Actions	Little Words And It The WORDS Up	but	because	and	Feelings
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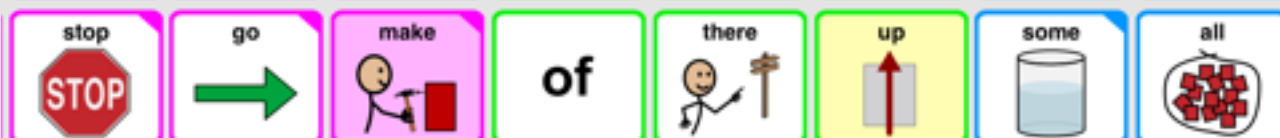




Home



Close



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 . . . Hmmmm. . .
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.

Ohhhh - 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.
Ohhhhhh - 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>

Play Doh: Rhyming FUN Script

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
TWS





Me, me, me....



Keep it?

Or . . .

Change it!

**Who likes ice
cream.....Me!**

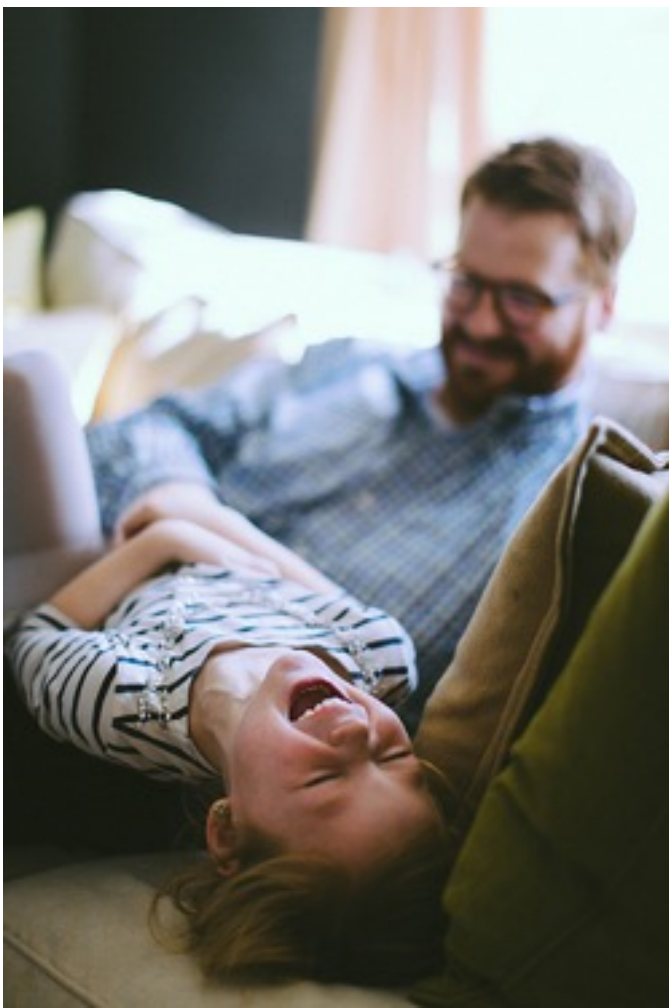


Keep it?

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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California.*



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