

# Core Vocabulary 201 Descriptive Language

January 21, 2016

Maureen Nevers, M.S. CCC-SLP



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COMMUNICATION TRAINING SERIES

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# ASF CTS Webinars

My Webinar Log  
 Angelman Syndrome Foundation Communication Training Series by Topic  
 Updated January 3, 2016

**All Materials:** [www.Angelman.org](http://www.Angelman.org) includes webinar registration, links to archived webinars, and downloadable materials

**Archived Webinars:** YouTube: [AngelmanSyndromeFdn](https://www.youtube.com/channel/UCqWz8v8v8v8v8v8v8v8v8v8) channel : Playlists : ASF Communication Training Series

**Series Presenters:** Erin Sheldon (ES), Maureen Nevers (MN), Caroline Musselwhite (CM), Mary-Louise Bertram (MB)

✓ viewed	ASF COMMUNICATION TRAINING SERIES WEBINARS	web #	date	presenters
	ASF CTS Launch Session	1	07/15	ES
	Ready, Set .... Your Toolbox to the Training Series	5	09/20/15	ES
	Getting [re-] Started with the Communication Training Series	20	12/21/5	ES/MN

✓ viewed	IEPs AND GOALS WEBINARS	web #	date	presenters
	From Goals to Growth: The Essential Elements Of An AAC System	2	08/20/15	MN
	Instructional Framework and Individualized Goals – Assessment and Goal Setting	10	10/15/15	ES
	Progress Monitoring / IEP Goals	32	03/17/16	MN/CM

✓ viewed	COMMUNICATION INTERVENTIONS WEBINARS	web #	date	presenters
	Aided Language Stimulation – Make It Interactive and FUN!	4	09/03/15	CM
	Core Vocabulary 101	7	09/24/15	MN
	Don't Ask, Do Tell! Non-Directive Language	12	09/25/15	MN/ES
	Communication Practices: Engineering Environments	15	11/19/15	ES
	Core Vocabulary 201: Learning, Language and Literacy	24	01/21/16	MN
	Curriculum Connections	28	02/18/16	ES
	Video Modeling	34	03/31/16	ES
	Communication Assessment	37	04/21/16	MN
	Communication Access: Partner Assisted Scanning	41	05/19/16	MN/MB

✓ viewed	COMMUNICATION SUPPORTS WEBINARS	web #	date	presenters
	Does Your App Measure Up? Evaluating AAC Supports	3	08/27/15	MN
	Getting Started with Proloquo2Go * by Jennifer Marden, MA CCC-SLP of AssistiveWare	19	12/08/15	
	Communication: Getting Started with POOD	18	12/10/15	MB



✓ viewed	READING WEBINARS	web #	date	presenters
	Reading Part 1: Book Exploration and Engagement	9	10/08/15	ES
	Reading as Communication: Selecting Books	14	11/12/15	ES/CM
	Shared Reading	23	01/14/16	CM
	Independent Reading	27	02/11/16	ES/CM
	Reading: Letter ID, alphabet knowledge, and first sight words	31	03/10/16	ES
	Reading Assessment: The Bridge Assessment	36	04/14/16	ES/CM
	Guided Reading: Anchor, Read, Apply	40	05/12/16	ES



✓ viewed	WRITING WEBINARS	web #	date	presenters
	Writing as Communication: Modeling Writing with Things I Like!	11	10/22/15	ES
	Writing: Sharing Writing for the Holidays	17	12/07/15	CM
	Writing Remnant Books and Personal Experience Stories	21	12/28/15	ES/MB
	Predictive Chart Writing	25	01/28/16	ES/MB
	Writing: Social Scripts ...	29	02/25/16	ES
	Writing: Journaling	33	03/24/16	ES/MB
	Writing about the Curriculum	38	04/28/16	ES
	Writing: Interactive Charts	42	05/26/16	ES/CM/MB



✓ viewed	CORE VOCABULARY SETS WEBINARS	web #	date	presenters
	Introduction and First Four Core Set: I, like, want, not	6	09/17/15	ES/CM
	Core Set 2: help, it, more, different Category: ACTIONS	8	10/01/15	ES/CM/MB
	Core Set 3: who, she, you, he Category: DESCRIBING WORDS	13	11/05/15	ES/CM
	Core Set 4: where, up, on, in Category: PLACES, PEOPLE, QUESTION words	16	12/03/15	ES/CM/MB
	Core Set #5: me, make, get, look Category: QUESTIONS	22	01/07/16	ES/CM/MB
	Core Set #6: what, need, are, is Category: INTERJECTIONS	26	02/04/16	ES/CM/MB
	Core Set #7: some, put, all, this Category: PREPOSITIONS	30	03/03/16	ES/CM/MB
	Core Set #8: don't that, go, do Category: DETERMINERS AND CONJUNCTIONS	35	04/07/16	ES/CM/MB
	Core Set #9: when, finished, can, here Category: SOCIAL PHRASES	39	05/05/16	ES/CM/MB
	Core Set #10: open, turn, stop, over Category: QUICK CHAT: something's wrong, hurt, sick, seizure	43	06/02/16	ES/CM/MB

**Thank You**

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and a generous grant from  
The Foster Family Charitable Foundation,  
a family foundation established in Central California.*



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**Webinar # 7**

# Core Vocabulary 101

September 24, 2015

Maureen Nevers, MS. CCC-SLP



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# Core Vocabulary Questions

- \* “How are we supposed to model throughout the day, across all sorts of activities, with a limited set of core words?”
- \* “What should I do if I cannot find the exact word I need?”
- \* “How can I use core words if they don’t match the situation or message I am trying to model?”
- \* “Can I use other types of words with the core, or should I only use the core words?”
- \* “What about academic vocabulary? Do I teach that in addition to the core?”
- \* “How can I talk/teach about a broad range of topics if I have such a limited number of words?”



## Big Question

*“What do we do when there is a mismatch between the words we have available on our AAC system and the ones we need for speaking and learning?”*

# Outcomes

- ★ Understanding terms “core vocabulary” and “fringe vocabulary”
- ★ Understanding of “tiered vocabulary” system
- ★ Relationship between core/fringe and tiered systems
- ★ How to use “descriptive language” approach

# Today's Topic Location in the 5 STEPS

<i>Targets</i>	vocabulary 
<i>Teaching/Tasks</i>	
<i>Tools</i>	
<i>Testing</i>	
<i>Team</i>	Descriptive language planning process and materials 

# Core Vocabulary

	Core Vocabulary	Fringe Vocabulary
Quantity of words	small number	
Frequency of Use	high frequency	
Applicability across environments	all environments	
Applicability across topics	all topics	
Types of Words	variety of parts of speech	
Usefulness	approximately 80%	



# DLM's First 40

Dynamic Learning Maps Alternate Assessment Consortium  
First 40 Core Words

- ✓ Range of Parts of speech
- ✓ Context variety
- ✓ Topic variety
- ✓ High frequency
- ✓ Flexible

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

✓ Range of Parts of speech

✓ Context variety

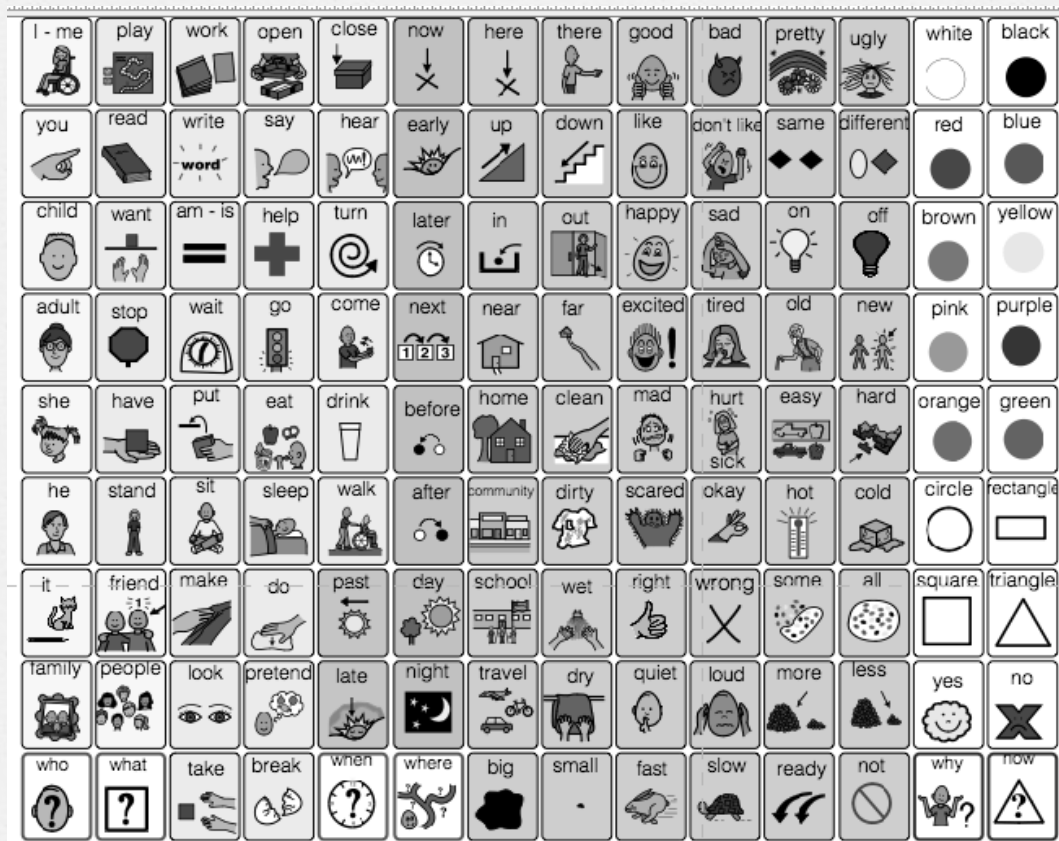
✓ Topic variety

✓ High frequency

✓ Flexible

# Core 150 Board

Maureen Nevers



- ✓ Range of Parts of speech
- ✓ Context variety
- ✓ Topic variety
- ✓ High frequency
- ✓ Flexible

# Core + Flip

Deanna Wagner

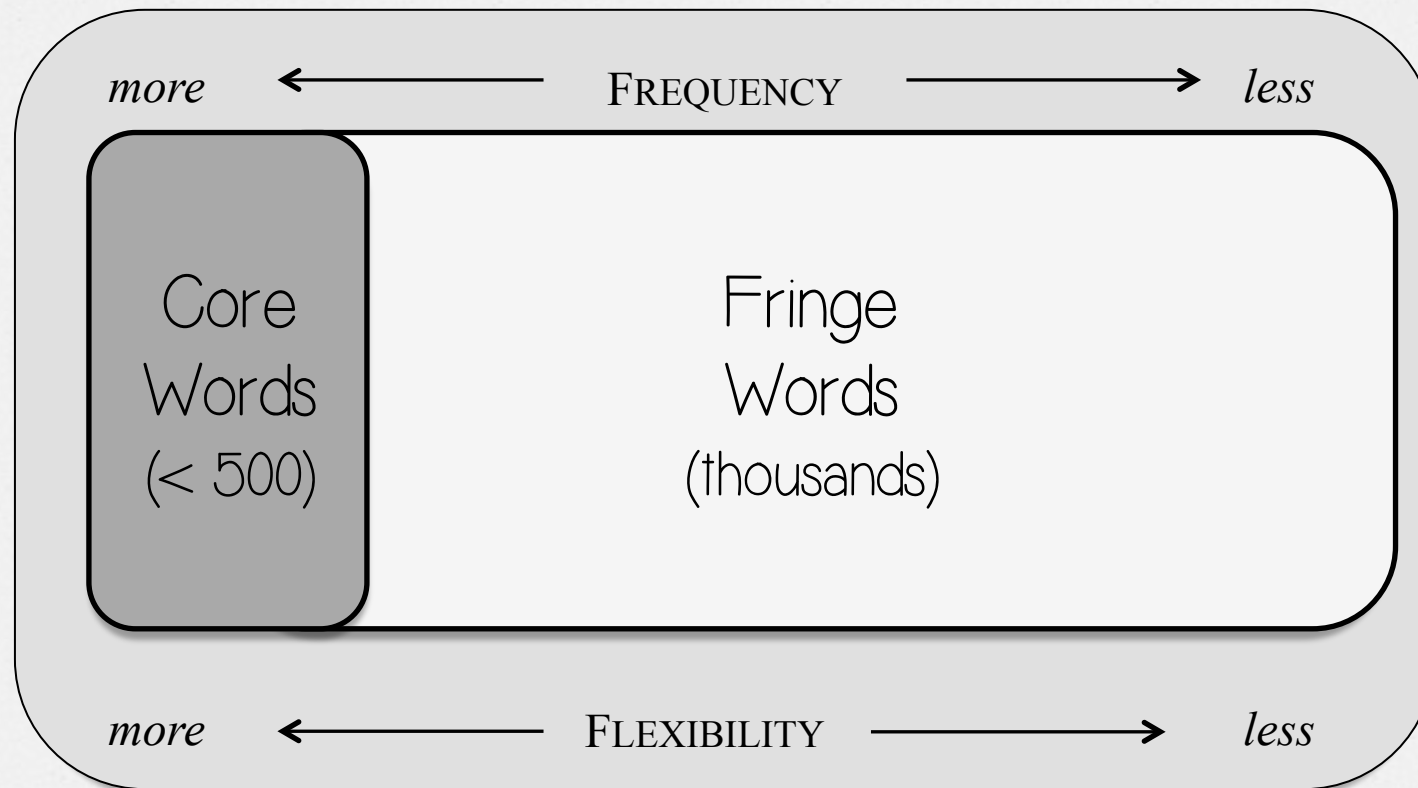
I 	want 	have 	feel 	need 	what 	where 	more 	some 
you 	do 	like 	come 	eat 	go 	play 	finished 	all 
it 	don't, not 	look, see 	get 	drink 	stop 	help 	good 	different 
he 	are 	is 	can 	put 	open 	make 	in 	up 
me 	she 	that 	this 	turn 	who 	when 	on 	here 

# Vocabulary in AAC Terms

	Core Vocabulary	Fringe Vocabulary
Quantity of words	small number	very large number
Frequency of Use	high frequency	low frequency
Applicability across environments	all environments	limited environments
Applicability across topics	all topics	limited topics
Types of Words	variety of parts of speech	mostly proper names and other nouns
Usefulness	approximately 80%	approximately 20%

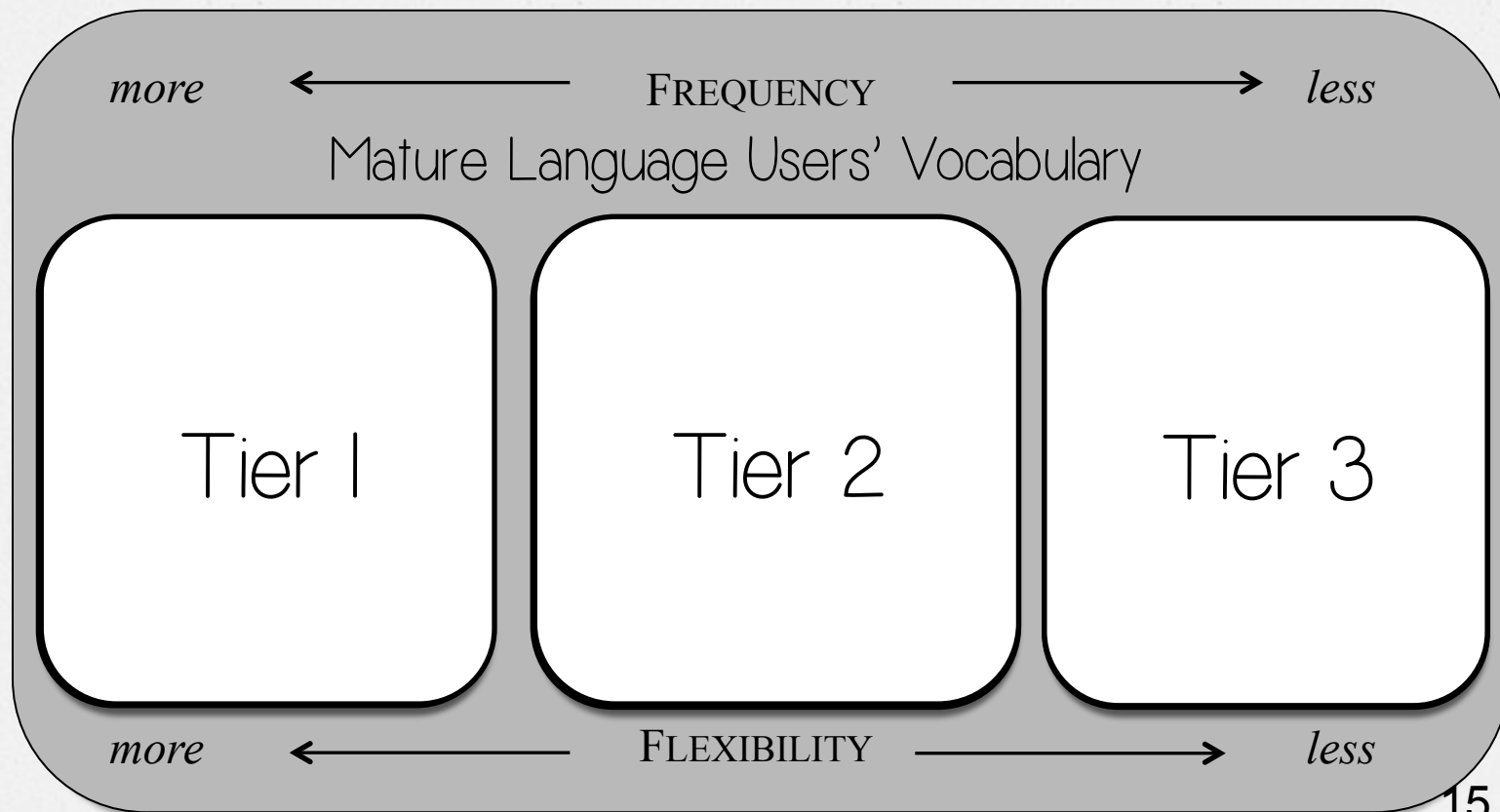
13

# AAC and Spoken Vocabulary





# Instructional Vocabulary Tiers

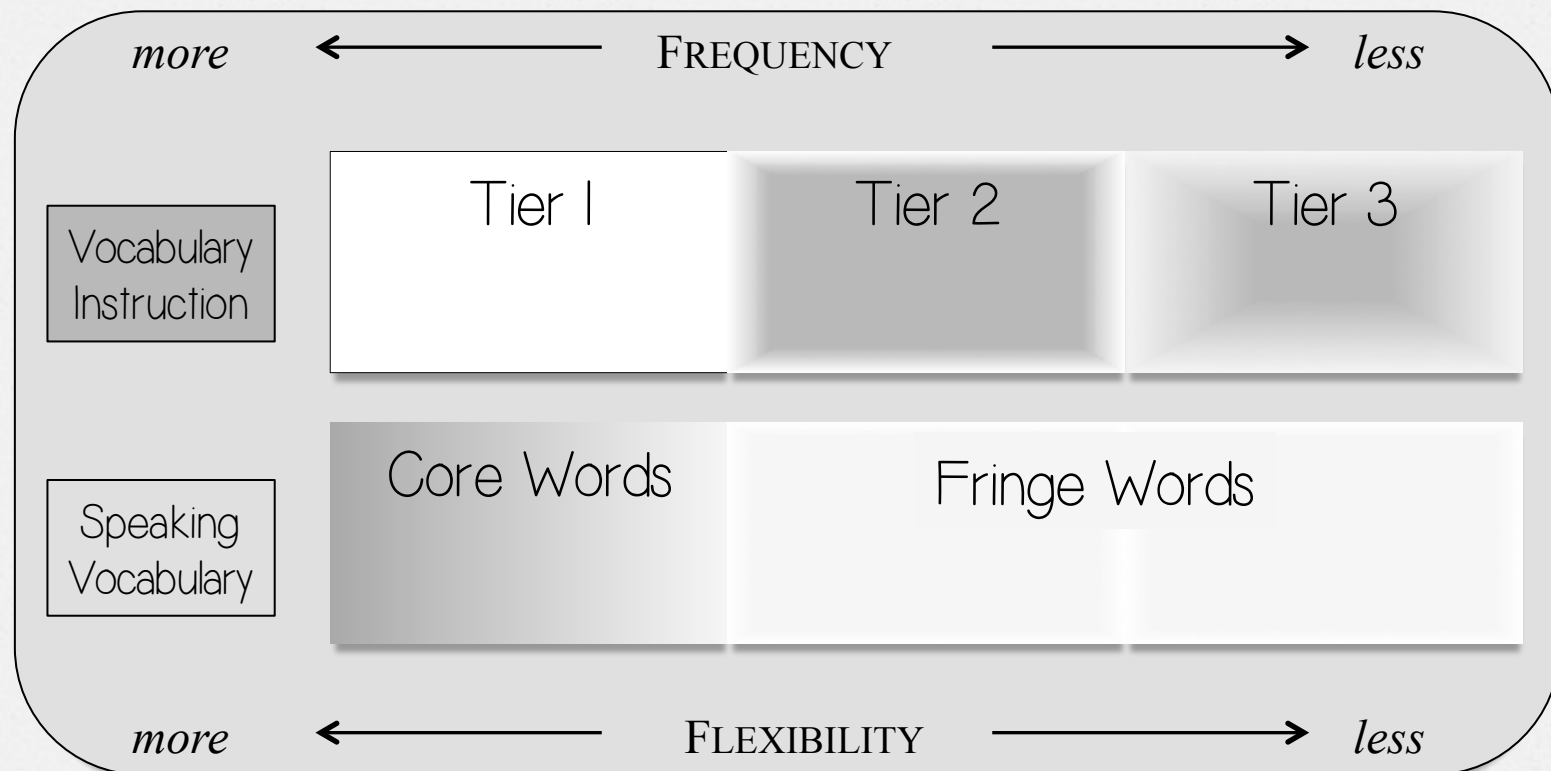


15

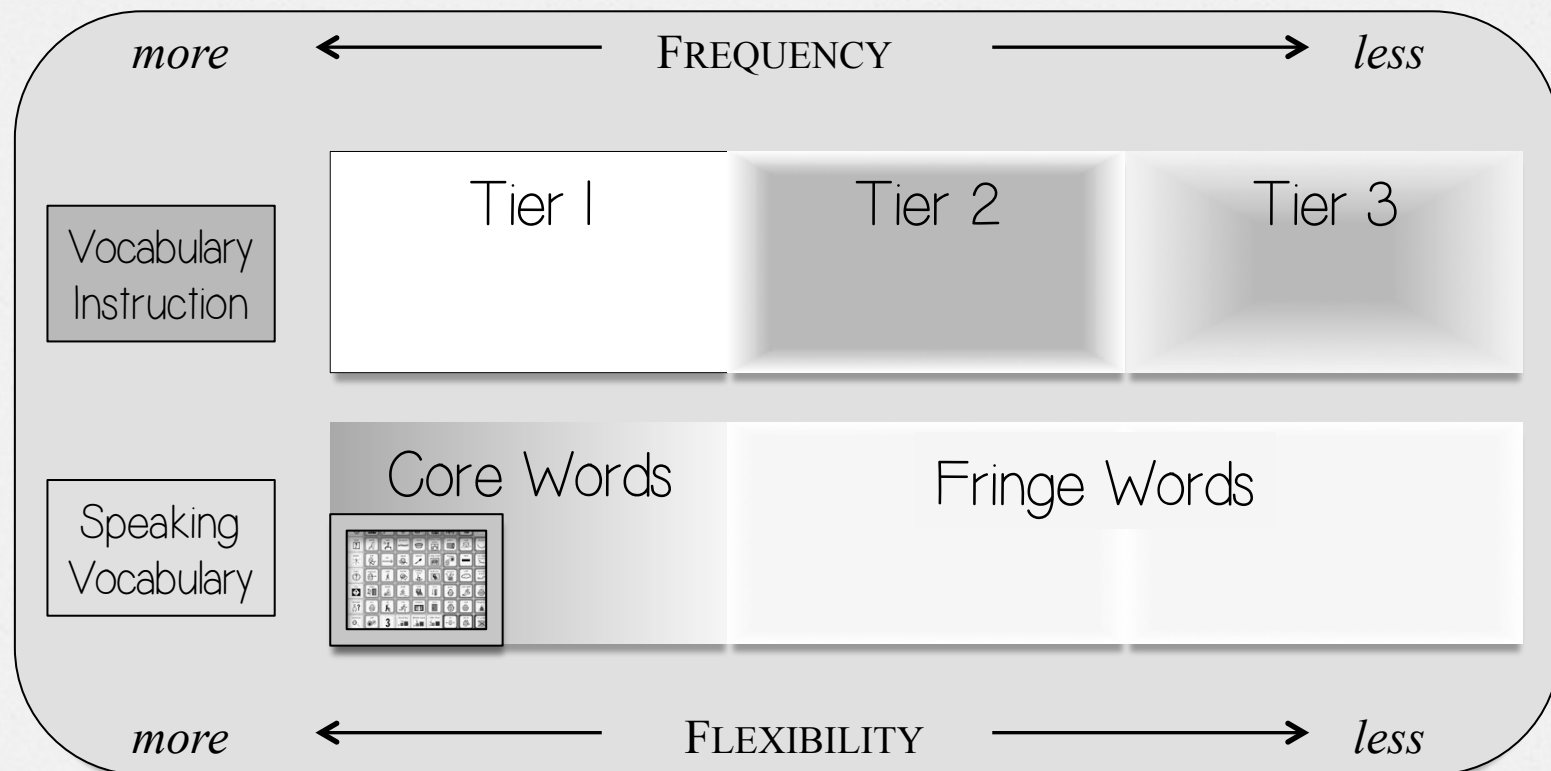
\* Based on mature language users

Beck and McKeown, 1985

# Types of Vocabulary With Areas of Emphasis



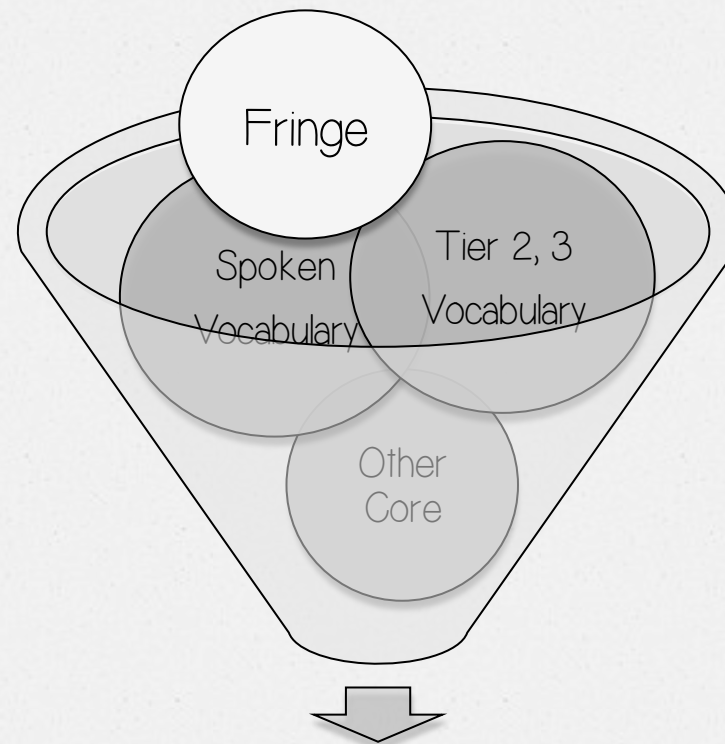
# Types of Vocabulary With Areas of Emphasis



What to do??



How about this!



Tier 1 / Core Words



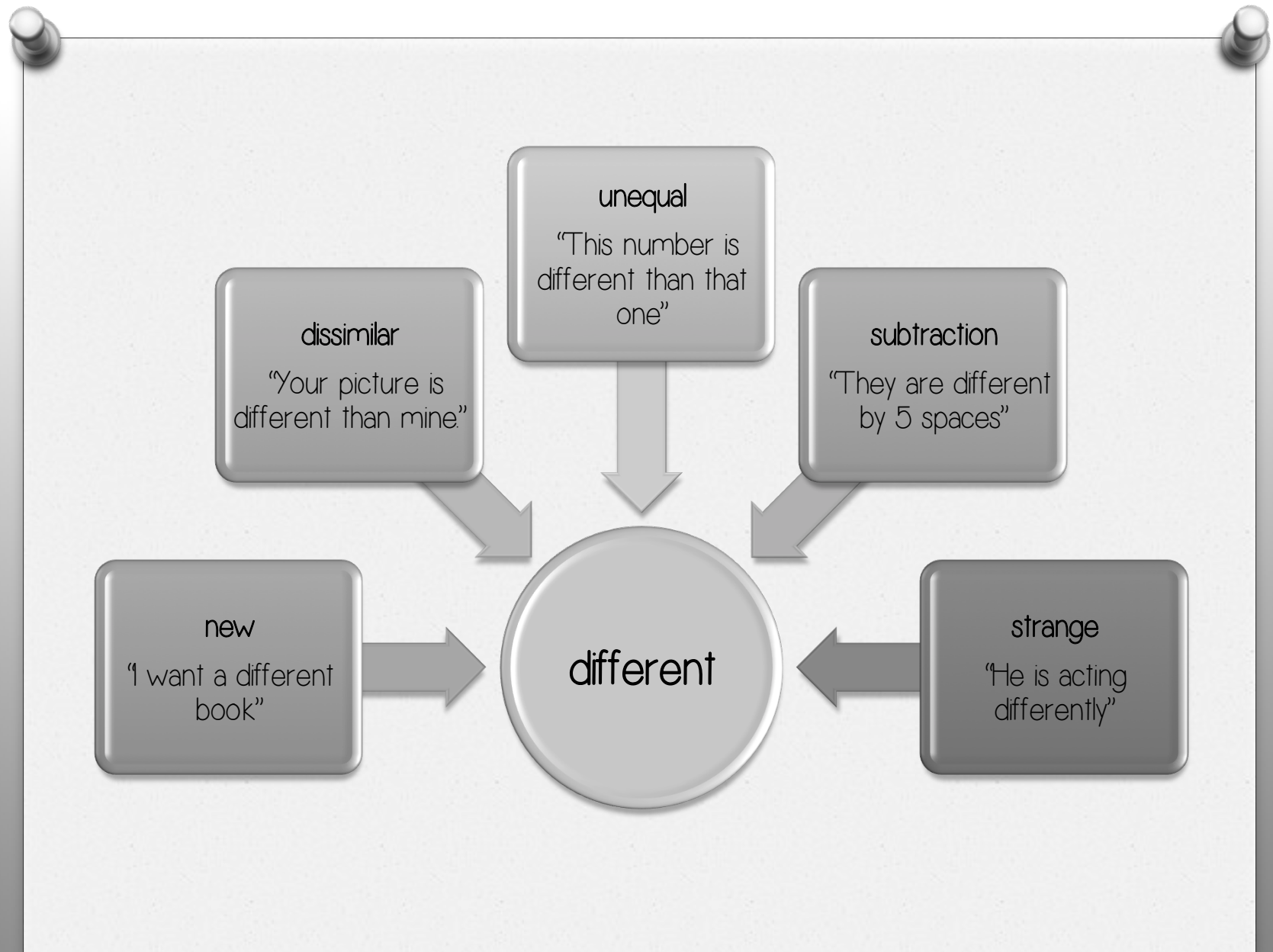
# Processing Spoken and Curriculum Vocabulary

- \* Express a range of messages, ideas, and information using primarily Core Vocabulary (80%) with Fringe Vocabulary support (20%)
- \* Provide access to the curriculum by expressing the concepts, knowledge and information of Tier 2 and Tier 3 vocabulary using Tier 1 vocabulary (including core and basic fringe vocabulary).

# Flexibility!

Tier 1 words, especially Core words, are flexible because:

- ★ Each word does not just represent a single thing (for non-nouns) (example I)



# Flexibility!

Tier 1 words, especially Core words, are flexible because:

- ★ Each word does not just represent a single thing (for non-nouns) (example I)
- ★ Words can mean different things depending on the context – topic, setting, activity, partner
- ★ Words can be combined with other Tier 1 / Core words to expand meanings

# "turn"

Context	Phrase
book	"Turn the page"
game	"Your turn"
toy	"I want a turn"
TV	"turn the channel"
radio	"turn it up/down"
bath	"turn water on/off"
car	"turn the corner"
person	"turn away"



# Benefits of Increased Core

- ★ Increase critical frequency of core modeling – moving towards expression
- ★ Enhances familiarity with core words (navigation, use)
- ★ Expands concept of core word meaning (for student and partner)
- ★ Decreases programming demands for low frequency words
- ★ Maintains important connection with curriculum and Tier 2 (or 3) words
- ★ May provide opportunities to use words expressively

# More Solutions



Descriptive Language

# Descriptive Language

The ability to talk “about” something - to describe “how”, “where”, “when” as opposed to naming “what”- is a critical skill for teaching core vocabulary.

*Don't just tell me what it is, talk about what it does, how it feels, how it looks, how it moves, how it acts, where it is, what it is like...*

# Examples of Descriptive Style

“frog” → “small” “green” “wet” “jump”

“run” → “fast” “walk”

“grandfather” → “old” “man” “family”

“tree” → “tall” “green” “out”

# Ways to Talk “About”

- \* What does it do?
- \* What are the parts?
- \* What size is it?
- \* What color is it?
- \* What belongs with it?
- \* What shape is it?
- \* What is it like?
- \* Where is it from?

From The Pixon Tell-Me-About Guide  
by Rosemary Portera



# The Pixon Tell-Me-About Guide

by Rosemary Portera

Tell me about..... by R. Portera

What does it do?

What are the parts?

What color is it?

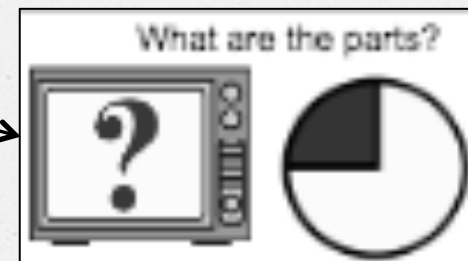
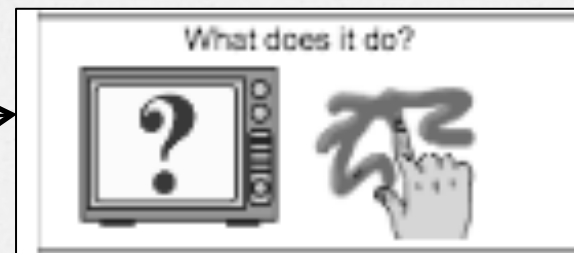
What belongs with it?

What shape is it?

What size is it?

What is like it?


Where did you get it? Where is it from?



# Gail Van Tatenhove's Pixon Project Curriculum Examples

[www.Minspeak.com](http://www.Minspeak.com)

## Teachers & Therapists: Intervention Planning

 Home Contact Us



WHAT  
Is Minspeak

WHO  
Uses Minspeak

WHY  
Use Minspeak

DEMO  
Minspeak

Lives Transformed  
through Minspeak

 Users, Families & Caregivers

 Teachers & Therapists

 Academicians & Students

Minspeak Fact Sheet  
Intervention Planning

Share Your Story

Ask the Experts

Sign up or register as a  
Minspeak Resource

Find more information for Minspeak  
Teachers and Therapists



Intervention Planning

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# Gail Van Tatenhove's Pixon Project Examples

Teaching Materials Exchange

## Intervention Planning

The Minspeak website provides a range of appropriate intervention programs for students with autism, contributed by teachers, therapists, and Minspeak systems.

**Intervention Plans**

**Teaching Materials  
Exchange**

**Pixon Project  
Resources**

# Gail Van Tatenhove's Pixon Project Examples

## **Teaching Materials Exchange**

The Teaching Materials Exchange is a place to find pre-made teaching materials. All materials are engineered with the use of Unity<sup>®</sup> icon sequences for Unity45 Sequenced, Unity60 Sequenced, Unity84 Sequenced, and Unity144 Sequenced. Most of the materials are also engineered with Pixons.

Asking  
Questions

Curriculum  
Supports

Curriculum  
Supports

Core Verbs

Holidays

# Gail Van Tatenhove's Pixon Project Examples

## **Curriculum Supports**

- Science
  - [The Scientific Process](#)
  - [Our Planets](#)
  - [Our Five Senses](#)
  - [States of Matter](#)
  - [The Water Cycle](#)
  - [How Do We Measure Weather?](#)
  - [Energy Verbs](#)
  - [Organs and Organ Systems](#)
  - [The Story of Digestion](#)
- Social Studies
  - [Talking About History](#)
  - [Civics 101](#)
  - [How to Read a Map](#)
  - [How to Use a Globe](#)
  - [My Money Plan](#)
- Language Arts
  - [Story Grammar Marker](#)
  - [Contraction Action](#)
  - [Homophones](#)

Science  
Social Studies  
Language Arts  
Math  
Music  
Art



# Math – Counting and Cardinality

## Counting and Cardinality Standards

- Know number names and the counting sequence
  - Ordinal and Cardinal names
- Count to tell the number of objects
  - Number, Numeral, Symbol
  - Count, Odd, Even
  - Forward, Backwards
  - Quantity = how much
  - Line
  - Order
- Compare numbers
  - Compare
  - Big, Small, More, Less
  - Before, After, Between
  - Equal, Opposite
  - Same, Different

# ELA – Story Elements



- Each symbol or icon on a SGM<sup>®</sup> represents an element of a story.
  1. Character = Who it is about?
  2. Setting = Where or when did it happen?
  3. Kick Off = What happened?
  4. Feelings = How does he/she/they feel?
  5. Plan = What does he/she/they want to do?
  6. Actions/Attempts = What does he/she/they do?
  7. Consequence = How does it turn out?
  8. Resolution = How does he/she/they feel now?

# Social Studies - Map Terms

## Map Skills Vocabulary

- map – a flat drawing of a place
- direction – what way to go
- key – tells what pictures on the map mean
- hemisphere – one of the four parts of the Earth
- scale – the way the size of a map is to the size of the thing
- north – a direction going to the top
- south – a direction going to the bottom
- east – a direction going right
- west – a direction going left



# Science - Energy Verbs













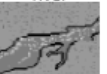

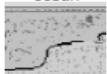
## Pixons

- |                                                                                              |                                                                                               |
|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| • has       | • drop     |
| • is        | • pull     |
| • store     | • let      |
| • make      | • go       |
| • change    | • ride     |
| • move     | • stop    |
| • happen  | • start  |
| • work    | • put    |
| • hold    | • push   |

# Science – Water Cycle

## Water Cycle: Lesson-Specific Words

Manual Communication Board with Pixons®, PCS®  
pictures, and printed words

<i>cycle</i> 	<i>water</i> 	<i>sun</i> 	<b>evaporation</b>
<i>vapor</i> 	<i>plant</i> 	<i>air</i> 	<b>transpiration</b>
<i>cloud</i> 	<i>rain</i> 	<i>snow</i> 	<b>condensation</b>
<i>sleet</i> 	<i>hail</i> 	<i>ground</i> 	<b>precipitation</b>
<i>river</i> 	<i>lake</i> 	<i>ocean</i> 	<b>collection</b>

# Science – Water Cycle

## Descriptive Discussion

- What happens during condensation?
  - water vapor cools off
  - makes clouds
- What happens during precipitation?
  - clouds get heavy with water
  - it rains, snows, sleet, or hails
- What happens during collection?
  - water runs together
  - goes into river, lake, ocean
- What happens during evaporation?
  - sun warms up water
  - water goes into the air
  - water turns into water vapor
- What happens during transpiration?
  - water leaves plants



# Science - Solid, Liquid, Gas

## Descriptive Discussion

- What do you know about a solid?
  - Has its own size
  - Stays its own shape
- What do you know about a liquid?
  - Takes the shape of what it is in
  - Might not fill it up
- What do you know about a gas?
  - Takes the shape of what it is in
  - Fills it all up

# Science – Planets

## Planet Actions with Pixons®

revolve = go around another thing



orbit = the way one thing goes around another



rotate = turn around



# Science – Planet Adjectives

## Target Adjectives with Pixons®

- near 
- big 
- small 
- hot 
- bright 
- wet 
- most 
- high 
- light 
- different 
- far 
- cold 
- slow 
- er  est  ly 

# Ask Your General Educator

1. What is the topic?
2. What are the important concepts, knowledge and/or skills you want all students to learn related to this topic?
  1. Can you put that *in plain language (tier 1)*?
3. What is the key vocabulary related to this topic?

## Then Collaborate to...

4. Identify core vocabulary that represents the important concepts, knowledge and/or skills related to this topic
5. Identify core vocabulary that represents the key vocabulary related to this topic
6. If necessary, identify which of the above information related to this topic will be prioritized for your learner.

# Plants Example

## 5 STEPS Lesson Plan

1 - Topic

Topic: Plants – How do plants live?

Dates: October 2015

4, 5 –  
topic  
in core  
vocab

3 - key  
topic  
vocab

- water
- nutrients
- fuel
- light
- temperature
- air

2 - class  
learning  
targets?

- Do non-living things grow?
- Do living things grow?
- How/why do they grow?

6 - personal learning targets

Targets				
Topic: <u>Plants – How do plants live?</u>				
Dates: October 2015				
Curriculum Terms		Core / Tier I Terms		
		People	Describe	Actions
		• <u>people</u>	• <u>hot</u> • <u>not</u> • <u>big</u> • <u>wet</u>	• <u>drink</u> • <u>eat</u> • <u>need</u> • <u>grow</u> • <u>move</u>
				Nouns
				• <u>food</u> • <u>sun</u> • <u>plant</u>



# Take-Away

- ★ fringe words / Tiers 1, 2, and 3 words can translate into more basic Tier 1 and Core words.
- ★ “translation” possible for reading, writing, speaking and listening
- ★ same for informal and formal contexts
- ★ “real time” (e.g. modeling) WILL take time and practice – but you CAN do it!

# Resource Handouts

Master Resources Document

Core 201 Resources 012116

Sample Blank Form

Model Shared Reading Core Blank 011616

Example Resource Document:

Model Shared Reading Core TCWP42 011816

Example Resource Document

Making the Curriculum Descriptive Form

# Possible Next Steps

- ★ Link to one of the example forms
- ★ Link to one of the referenced websites or articles
- ★ Practice using descriptive language by “translating” one Tier 2 word, from one activity into a core word
- ★ Download Making Curriculum Descriptive Form and try to use it with others for one curriculum topic
- ★ Share this webinar link
- ★ Share resources list

Questions?



**Thank You**

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