

# Core Set 6: The 6th Core Four

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angelman syndrome foundation | COMMUNICATION TRAINING SERIES

## Today's Webinar

- \* Introduce the 6th set of Core Four (high-frequency words)
- \* Explore modelling language to support concept development
- \* Storybooks and other fun "communication temptations" to create an opportunity to use our Core Four

## Today's webinar in the 5 STEPS

<b>Targets</b>	
<b>Teaching</b>	Core word vocabulary instruction
<b>Tools</b>	AAC with robust core word or pragmatically organized vocabulary
<b>Testing</b>	
<b>Team</b>	

## 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



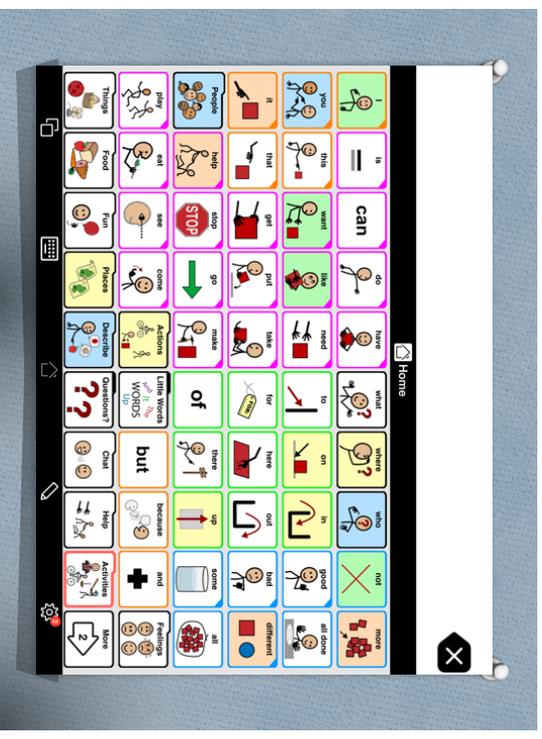
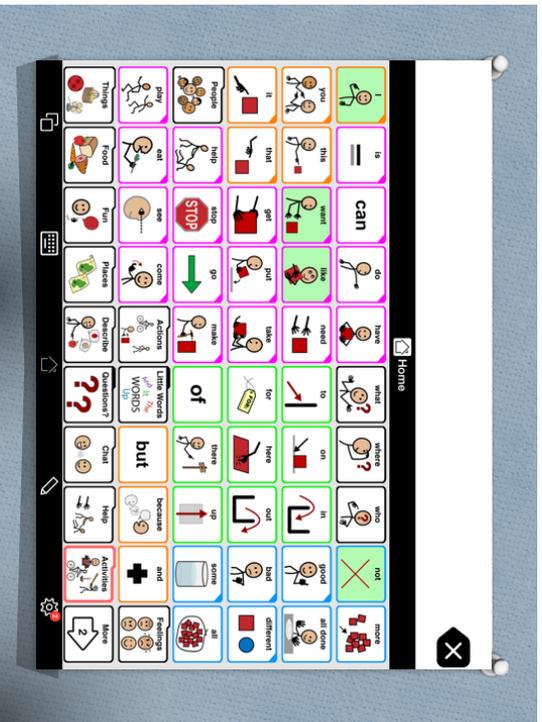
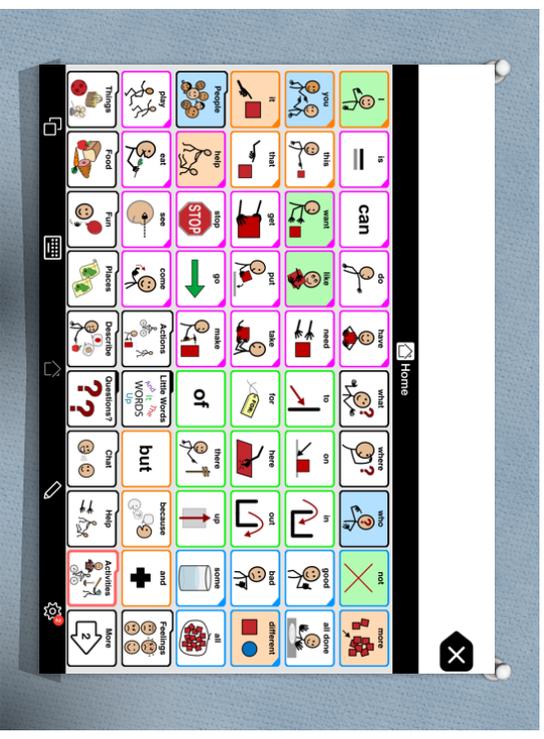
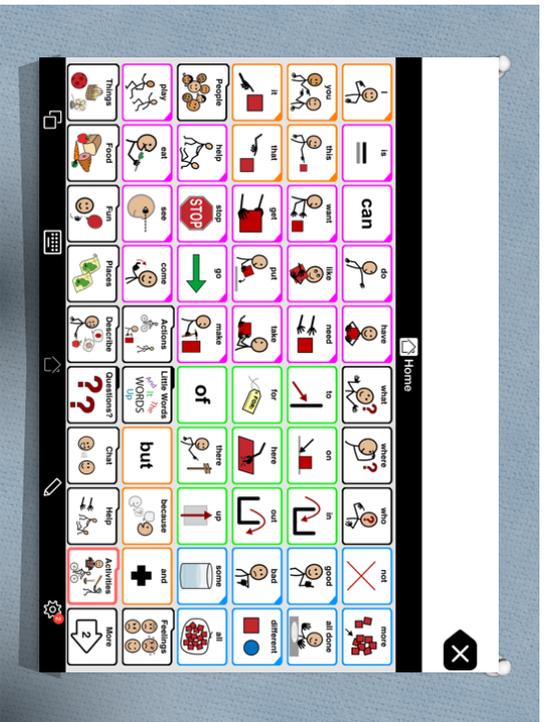
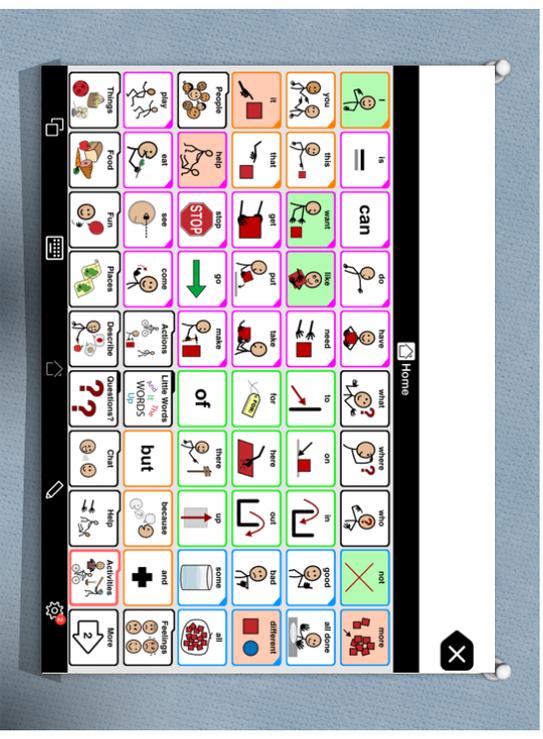
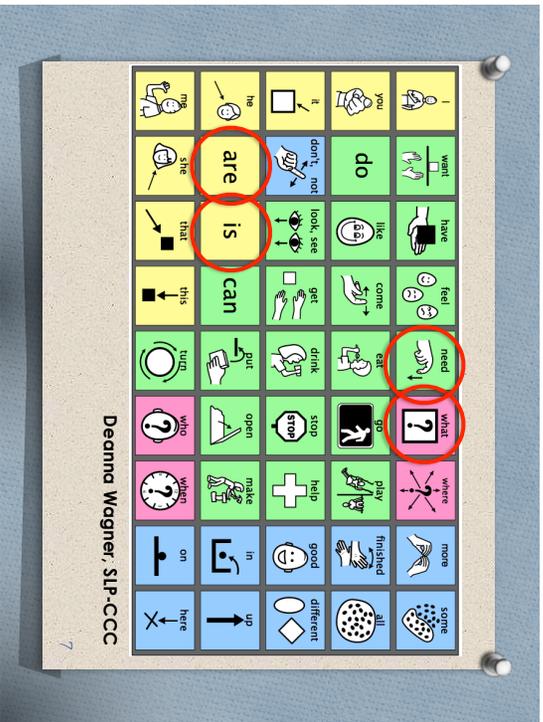
## Core Words

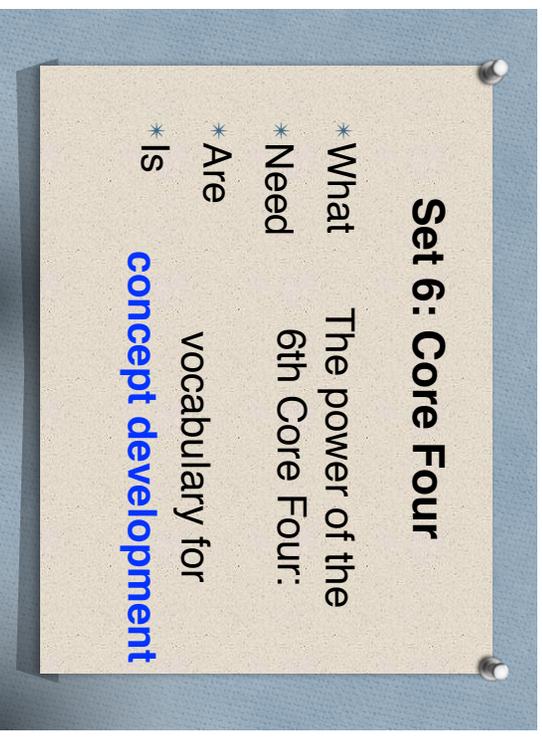
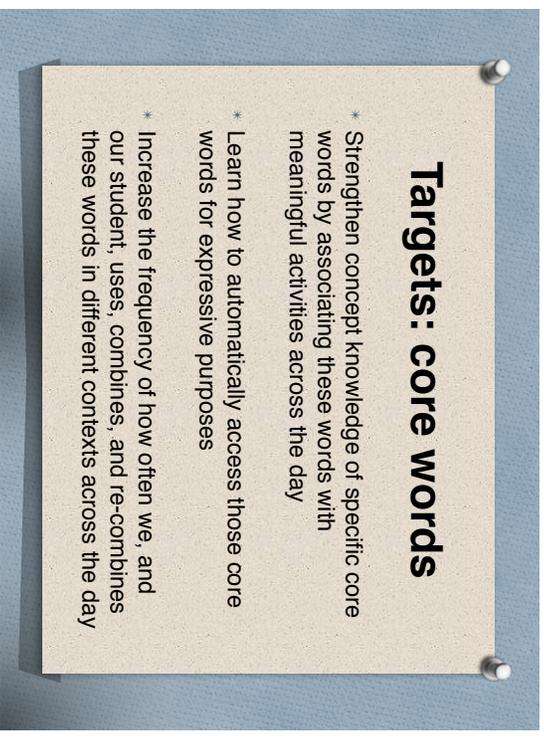
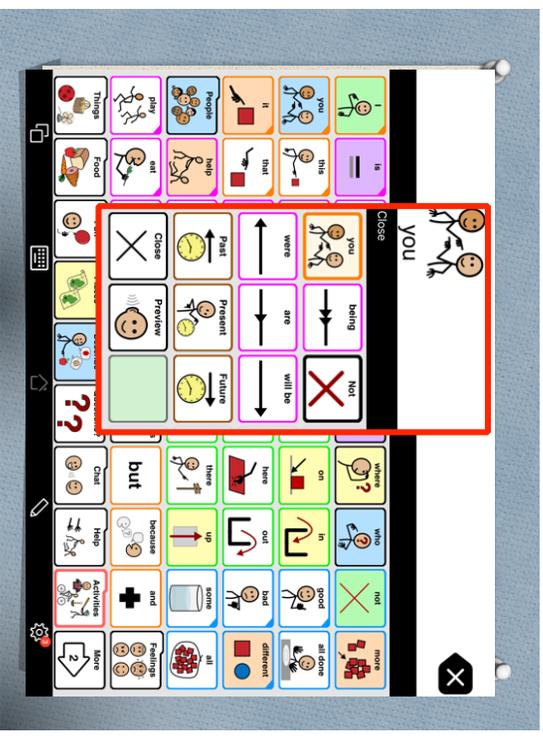
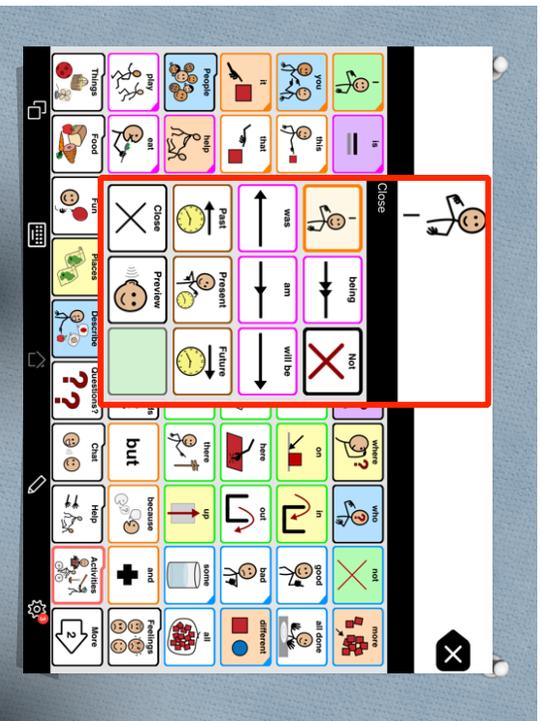
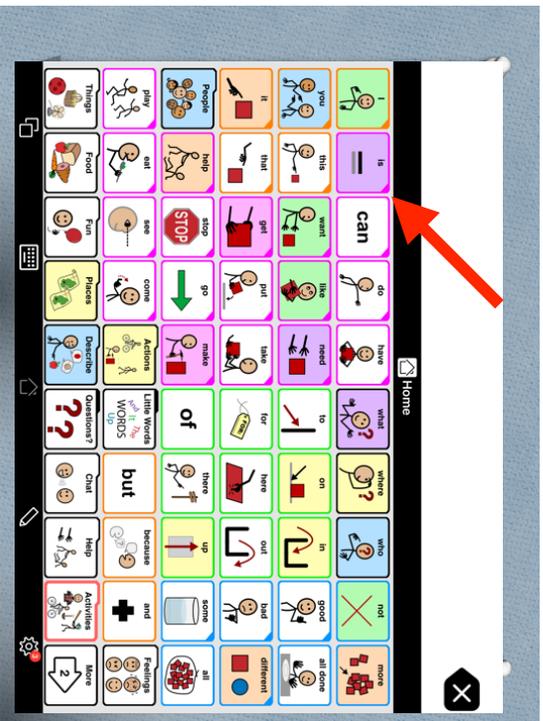
- \* A small set of words used frequently in many different contexts
- \* Easily combined and re-combined with many other words
- \* A term used to describe a way to organize AAC vocabulary: core vs. fringe

## Set 6: Core Four

Find these in your system

- \* What
- \* Need
- \* Are
- \* Is





## Concept development

- \* Early childhood is when children learn through direct experience, observation, physical exploration, and language
- \* Concepts organize our world and extend our learning with language to identify patterns and categories
- \* Children with disabilities have barriers to incidental learning

## Concept development

- \* **Nouns:** dog, book, person, "mom" vs MY mom
- \* **Descriptive words:** what it looks and feels like
- \* **Verbs:** am, is, are, run, walk, jump
- \* **Opposites:** big vs small, smooth vs rough, fast vs slow
- \* **Feelings:** happy, angry, sad, lonely, frustrated
- \* **Time:** first, last, now, later, before

## Barriers

- \* Physical and sensory impairment: mobility, vision, communication
- \* Sensory processing: visual, auditory, tactile, vestibular, proprioceptive
- \* Cognitive, memory and language

## Modeling core vocabulary supports concept development

## Concept development

- \* Foster repeated hands-on exploration with **concrete objects** for their natural **purpose** in natural opportunities and environments
- \* Model use of language to ask and answer questions, **describe**, **attach meaning to words**

## 1st word: WHAT

- \* High-frequency, interactive, noun and question word
- \* Important to label nouns and share information: WHAT is that?
- \* Supports choice-making: WHAT would you LIKE?
- \* **snarkiness:** WHAT is the deal, dude? WHAT?!! That's WHAT!

## Reflect, re-direct

- \* WHAT is that sound? Its the janitor!  
Let's keep reading now!
- \* WHAT is at the window? Its a bird!  
Let's get back to work!
- \* WHAT are we listening for? We are listening so we can...

## Modelling WHAT as a question

- \* **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

## Model your response

- \* WHAT is that? Its a thing/animal/bird!
- \* WHAT is that sound? It is a people/school/Principal Johnson!
- \* WHAT does this feel like? I think it is, describing words/ROUGH.

## Example: attention

- \* Adult: "WHAT book should we read?"
- \* Student: looks to the doorway, points to person standing there
- \* Adult: "WHAT do you see? Ah, that is Principle Johnson! I see her, too. Now, WHAT were we doing? We were reading. WHAT book should we read?"

**Conversation,  
NOT interrogation**

## 2nd word: NEED

- \* Opportunity to teach that all of us NEED help and assistance
- \* Model what **you** need: I NEED HELP with this.
- \* Ask other adults and peers to HELP you with what you NEED
- \* WHAT else do we NEED to finish this?

## 3rd and 4th word: ARE, IS

- \* High-frequency
- \* Supports description:  
That IS big!  
I think YOU ARE happy today!  
I think YOU ARE NOT happy about that!
- \* Prioritize for concept development:  
labelling, describing, etc.

## Predictability and learning strategies

- \* We are listening so we can...  
label or identify  
share  
compare/contrast  
describe

## ARE, IS and concepts of time

- \* Visual schedules
- \* It IS almost time for recess!
- \* WHAT ARE we doing next? First, we ARE reading.

Model,  
then **wait**

Invitation, not demands

## Predictability and books

- \* Repeated readings of familiar books
- \* Repeated experiences *across* books:  
WHAT IS your favorite part?  
WHO IS your favorite character?  
WHAT part IS funny? Sad?

## Concept development

Negate with **NOT**:  
This IS big, that IS NOT  
This IS

## Four Core and PODD

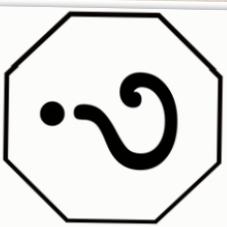
## Upcoming webinars

- \* February 11:  
Independent book exploration and reading:  
with Caroline Musselwhite
- \* February 18:  
Connecting core vocabulary with the curriculum
- \* February 25:  
Social Scripts with Caroline Musselwhite

## Possible Next Steps

- \* Identify some concepts to prioritize and emphasize across the day
- \* Select a book to read for FUN!
- \* Share your experiences in the Facebook group!

Questions?



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**Thank You!**

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