Slide 1

angelman SYNDROME FOUNDATION

angelman syndrome foundation | COMMUNICATION TRAINING SERIES

Core Set 1:
Introduction plus first
Four Core

September 17, 2015

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and Erin Sheldon, M. Ed.

Slide 2

Webinar Outcomes

* Introduce the first set of
  Core Four: high-frequency words
* Identify your opportunities to maximize your
  modelling of these high-frequency words
* Brainstorm how to combine these high-
  frequency core words with high-interest
  words
* How to make this modelling FUN and
  involve more people!

Slide 3

How the Series is Organized
each month

Week 1	*Communication/AAC*	
Week 2	Communication through reading	
Week 3	*Communication/AAC*	
Week 4	Communication through writing	
Week 5	Bonus!	

Slide 4

Today's Topic Location
in the 5 STEPS

Targets	
Teaching/	⭐
Tools	
Testing	
Team	

Slide 5

How the Series is organized:
Communication weeks

Intro	*Communication/AAC*
Review	
Core vocabulary	*New high-frequency target words or messages*
Categories/ pragmatics	Combining new target words with high-interest low-frequency words
Extension	Opportunities to use the words
Wrap-up	

Slide 6

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
* Strong overlap between "core words" and
  the first words that kids learn to speak,
  read, and spell ("sight words")

Kate Ahern, PrAACtical AAC

Set 1: Four Core
Find these in your system

* I
* Like
* Not
* Want

DLM™ First Forty Core Words

I	like	not	want
help	it	more	different
who	she	you	he
me	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

Dynamic Learning Maps

Gail Van Tatenhove

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

Teaching: Modeling

* 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 what the student is communicating

1st word: "I"

* The value of "I": common sentence starter
* High-frequency: when in doubt, model "I"!
* Expand on verbs with "I"
* Pronouns build on the social interest of our students with AS

Teaching: Modeling

* **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 what the student is communicating

2nd word: Like

* The value of LIKE: common message
* High-frequency
* Socially interactive
* Reflect back the student's interest in the world

Let's define "like"

3rd word: Not

* The value of NOT: negate, opposite
* Concept of NOT develops before concept of the opposite: not hot vs. cold
* Doubles the number of messages available on a symbol display!
* Powerful word to replace some challenging behaviors: be emphatic!

Teaching: Modeling

* **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 what the student is communicating

Like

* verb: I LIKE that
* adjective: I felt LIKE, it is LIKE that
* noun: put LIKE with LIKE
* uncertainty: it was sort of LIKE
* filler: she was LIKE, "what is his problem?"

Want

* verb: I WANT that
* noun: her WANTS and needs
* WANT usually comes across as a demand
* re-direct WANT for social interaction: you are reaching for the cookie, you LIKE cookies! I LIKE cookies too! Cookies are yummy!

4th word: Want

* The value of WANT: common message to meet needs
* High-frequency
* Allows students to have more control

Teaching: Modeling

* **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 what the student is communicating

Teaching: Modeling

* **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
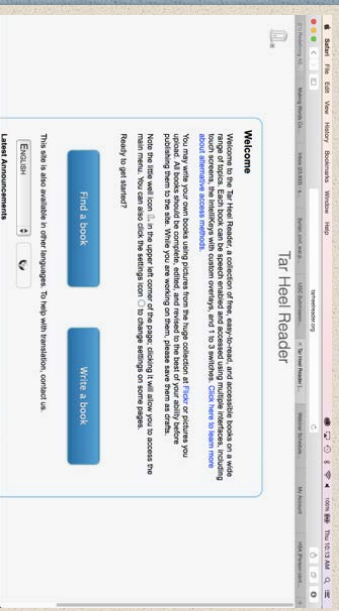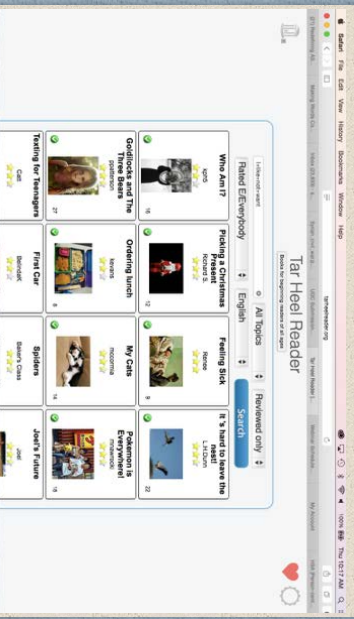* **Expand**: use the symbol to build on what the student is communicating

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Combining the Four Core

* I LIKE
* I WANT
* I do NOT WANT
* I do NOT LIKE
* you LIKE her
* you do NOT LIKE her
* it is NOT LIKE that
* you do NOT LIKE that!
* you WANT your iPad, you LIKE it!

Expansion on the Four Core

* Ordinary fun contexts: mealtime, play-dough
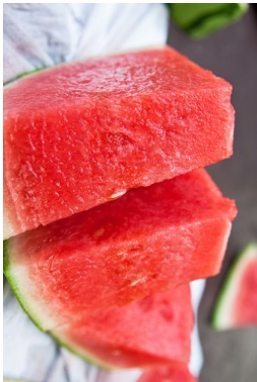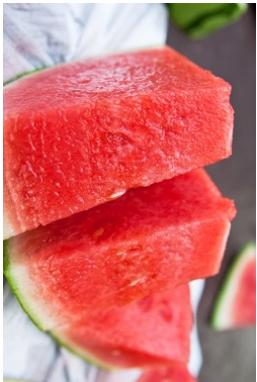* Shared reading
* Word play

Tools we will use
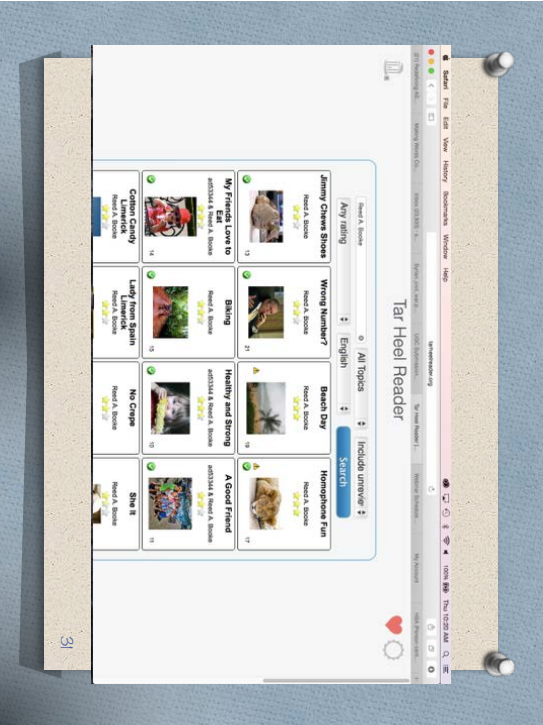
Like, Not Like
Reed A. Booke

Look!

I do not like that.

Look!
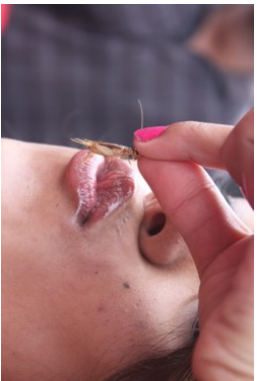
I do like this.
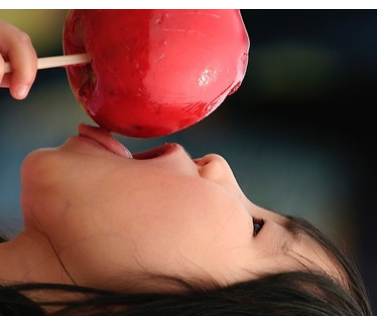
Look!

I do like this.
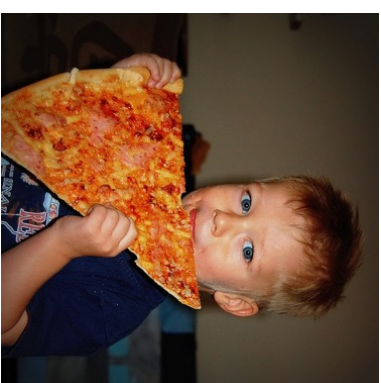
Look!

I do like this.

Look!

I do not like that.

Look!

I do not like that.

Look!

I do not!

Do you like this?

I do like this.

We Like Each Other
Reed A. Booke

Not not, not not, not not not!

Not not!

I like Sydney.

I like Nadja.

I Like Girls

Tyler

I like this girl.

I like pretty girls.

I like Nikki.

Gross!

Ewwww!

I like this pretty girl.

I like pretty girls!

Not a girl!

Not pretty!

What Is Sound Play?

- Rhyming (nursery rhymes, books, poems, songs, hand claps)
- Tongue Twisters (Peter Piper & alliteration books)
- Playing with Letters (ex: alphabet song, BINGO song)

Speech Sound Games:
Fun With Rhymes!!

Word Play

Why Is Sound Play Important?

- **Helps Children Explore Language**
  - 'Talking in the crib'
  - 'Mommy bommy'

- **Supports Literacy Development**
  - Knowing nursery rhymes when entering school is a predictor of literacy success by the end of 2nd grade

Sound Play With the Core Four!

- We will pick one or two words from each set for sound play
- This week, the words are: LIKE and NOT
- They have 'word family' endings – they can be used to make lots of words!
- LIKE – bike, trike, Mike, mike, hike, strike
- NOT – hot, rot, lot, pot, got
- Note: I used two words so students can compare! It helps to see the difference between words in the way they sound and look!

We Can Support This for Children Who Struggle with Sound Play!

- **Videos**
  - Building an 'ear print' for rhymes and words that start the same
  - Can make a rap for older students

- **Books**
  - We can help students 'predict' rhyming words!

- **Poems and Songs**
  - We can use rhythm and melody to help learning
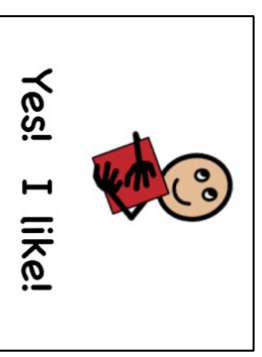
Like / NOT! Video

Would you like, like, like

To have a bike, bike, bike?

- Black background (digital book)

Like / NOT! Book

Would you like, like, like
To have a bike, bike, bike?

Yes! I like!

Like / NOT! Book

Would you like, like, like
To have a bike, bike, bike?

Yes! I like!

- White background (book to print)

- Tag me on FB with your child's first name
- I'll use as many as possible across the year
- Next time, we'll talk about actions, so . . .
- Think of actions that start with the same letter as your child's first name!
- Ex: Maggie makes or marches, etc
- Ex: Lily likes or licks or leaps, etc

Word Study

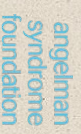## Possible Next Steps

- Share the handouts
- Share the webinar link
- Read FB posts
- Look for some of the practice key words on FB etc.
- Plan to attend/view next week's webinar!
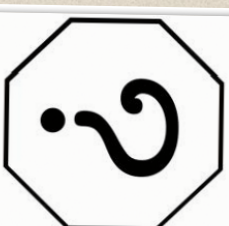
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a family foundation established in Central California.

Thank You!

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Questions?

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