

What Are Core Words Anyway? Let Us Help You Get Started! Part 1

Introductions and Presentation Goals

Reasons why we communicate

- 1) Naming
- 2) Greeting
- 3) Commenting
- 4) Requesting Objects
- 5) Protesting
- 6) Requesting Information
- 7) Responding
- 8) Requesting Action
- 9) Responding to Request
- 10) Regulating Conversational Behavior
- 11) Relaying Past Events
- 12) Stating

Goals for AAC Users

- a. Learn cause and effect
- b. Communicate with peers and adults
- c. Learn Language
- d. Initiate – not just respond
- e. Make friends
- f. Social skills
- g. Learn educational content
- h. Participate in class or workplace
- i. **Gain independence – say what they want to say!**

*Commenting
Greeting
Naming
Responding
Requesting Objects
Protesting
Requesting Information
Requesting Action*

Activity to Build Communication



Making a Snack



Reading a Book



Suggested Activity

Making a Snack	Reading a Book	Suggested Activity



Understand the target

Various ways to look at language development, but ultimately they lead us down the same path

- Developmental Milestones
- Language acquisition stages
- Browns Stages

How can we aim for the target? Use CORE VOCABULARY!

Notes

Core vocabulary is:

- Reusable across contexts,
- Made up of approximately 250-400 words that account for 80% of our utterances, and is the same across gender, age, topic, setting, and disability.
- **Includes pronouns, verbs, adjectives, questions, interjections, prepositions and adverbs.** Which class of words is missing?

Fringe Vocabulary is:

- More specific
- Different for different people
- Makes up about 20% of words we use

My examples of fringe vocabulary:



= great picture, not core vocabulary



= harder to accurately portray via a picture, but it is core vocabulary

Core vocabulary does NOT lend itself to pictures, yet is essential for communication

Core words

Small # words.

High frequency of use.

Used 80% of time in daily conversation.

Useful across all environments for most topics.

Contains a variety of parts of speech: verbs, pronouns, adjectives, adverbs, etc.

Word flexibility - different word classes.

Useful in large variety of communication functions.

Potential for expanding utterance length.

Less pages to search.

Fringe words

Large # of words.

Low frequency of use.

Used 20% of time in daily communication.

Limited use in environment and topics.

Mostly proper names/nouns.

Less word flexibility - limited word classes.

Useful in fewer communication functions.

Less potential for expanding utterance length.

Requires multiple pages.

Typical language Development

- Takeaways
 - Encourage verbalization
 - Respond to all verbalization
 - Shape vocalizations into words
 - Expand on utterances

Typically developing children have been exposed to oral language for approximately 4,380 waking hours by the time they begin speaking around 18 months.

For someone using a different symbol set two times a week for 20-30 minutes, it will take 84 years for them to have the same experience.

-Jane Korsten, QIAT Listserv April 4, 2011

- Banajee list (included in handouts): 26 core words comprised 96.3 percent of the total words used by toddlers in this study!! These are powerful words

Strategies for Teaching Core: Modeling

- You need to learn the language system
- Helps you to model
- Allows you to know what is available for modeling and limitations.

AIDED LANGUAGE INPUT: WHAT AND HOW?

HELLO
my name is

AIDED LANGUAGE INPUT
aided language stimulation
modeling
augmented language
partner augmented input

Aided language input is a research-based strategy in which, communication partners highlight symbols on the AAC system as they interact verbally with the person using AAC with a goal to teach language. (Goosens, Crain, Elder, 1992, 1994)

Aided Language Input Explained, Chris Bugaj
<http://bit.ly/AidedLanguageExplained>



Aided Language Input in Action
<http://bit.ly/AidedLanguageKendal>

QUICK FACTS ABOUT LANGUAGE

Typical Language	Language of People Who Use AAC
4000-6000: number of words typically developing child hears per day	How many words do you model on the device each day?
500: number of times a child hears those first words before he/she says it	50-150: number of times a word was modeled before the child started using independently
1 year: how long we immerse in language before we expect to hear a word.	Immediately: how long before we often expect the child to use the device independently
36,500: the number of HOURS typical 9-12 year old has been exposed to and immersed in oral language (Korsten, 2011)	701: Number of YEARS , at twice a week, for 20-30 minutes, that it would take for a child to obtain the same amount of language immersion on his/her device, as the 9-12 year olds (Korsten, 2011)

COMMUNICATION PARTNERS

Common Traits of Communication Partners

- Take most of the turns
- Ask mostly yes/no ?s
- Frequently interrupt
- Focuses on the technology
- Provide limited opportunities

Kent-Walsh & McNaughton, 2005

Common Traits of People who Use AAC

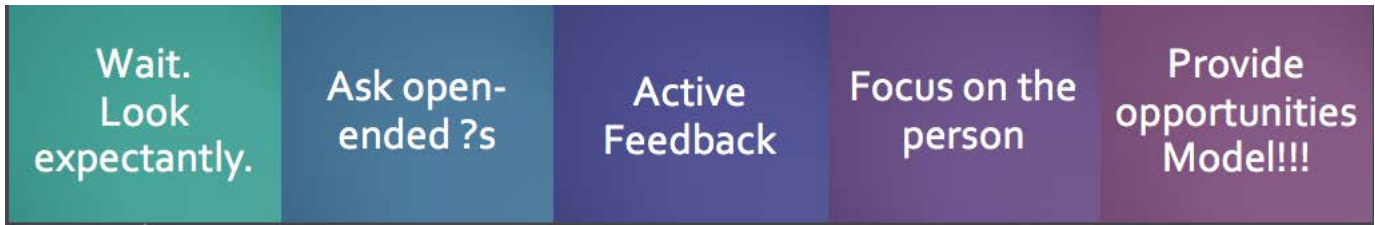
- Passive, limited initiation
- Know more than they can say
- Respond only in obligatory contexts
- Communicate for limited number of reasons
- Use restricted grammar

Kent-Walsh & McNaughton, 2005

8 of 10 most frequently reported reasons for device abandonment were related to _____ and _____. (Johnson, Inglebret, Jones, & Ray, 2006)

COMMUNICATION PARTNERS CONTINUED...

Effective Communication Partner Strategies



Kent-Walsh & McNaughton, 2005

Notes

PUTTING AIDED LANGUAGE INPUT INTO PRACTICE

What Do I Use?



- www.salttillo.com
- www.touchchatapp.com
- <https://salttillo.com/chatcorner/content/29>
- <https://salttillo.com/products#chat-editor>

PUTTING AIDED LANGUAGE INPUT INTO PRACTICE

When to Do It?

Throughout Any Daily Routine: Shared Reading, Meals, Predictable Chart Writing, Art Activities, Music, Play...

Reflect: When would be a good time for you to add aided language input in your day? _____

NOTES: