

# Core Vocabulary

Region 13

Beat the Heat

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# What is Core Vocabulary?

- **Core**- high frequency, reusable, generic words; usually 90% of top 50-200 words (want, more, put, I, mine, go, all done)
- **Personal Core**- words necessary for your personal needs and interests (family members, toys, favorite foods)
- **Fringe Words**- unique to specific activities or academic subjects (colors, shapes, art materials)

Natural Language Board – 300+ words, plus letter, numbers, colors, months

PRONOUNS PEOPLE		VERBS								TIME & ADVERBS		
WHO	SELF	WHAT	+s	+ing	+ed	+en	+er	to+		WHEN		again
I	it	am	add	count	get	leave	pick	sing	visit	Mon	today	almost
me	my	are / is	answer	cut	give	let	play	sit	wait	Tues	tomorrow	all right
mine	POSS	be	ask	dance	go	lift	point	sleep	walk	Wed	tonight	always
you	your	can	bet	draw	guess	like	pour	sound	want	Thur	yesterday	away
he	him	could	bite	dress	hear	listen	pretend	start	wash	Fri		here
she	her	did	break	drink	help	live	pull	stay	watch	Sat	winter	just
we	us	do / does	bring	drive	hide	look	push	stir	wear	Sun	spring	maybe
they	them	had	build	drop	hold	lose	put	stop	win		summer	much
mother	father	have / has	buy	eat	hug	love	quit	swim	work	day	autumn	never
sister	brother	might	call	end	hurt	make	read	take	write	week		now
grandma	grandpa	should	carry	excite	imagine	match	relax	talk	yell	week-end	minute	ready
girl	boy	was/were	catch	fall	join	meet	remember	teach		month	second	really
woman	man	will	change	feel	joke	miss	ride	tell		year	hour	so
family	friend	would	clean	find	jump	move	run	think			o'clock	still
person	people		climb	finish	keep	name	say	throw		morning		then
child	baby	NOT	close	fix	kiss	need	see	try		afternoon		there
teacher	aide	DON'T	color	fly	know	open	share	turn		noon		together
SLP	PT	DOESN'T	come	follow	laugh	paint	show	uderstnd		night		very
bus driver	OT		cook	forget	learn	pay	shut	use		evening		
QU	W	E	R	T	Y	U	I	O	P			
A	S	D	F	G	H	J	K	L	?			
<del>A</del>	Z	X	C	V	B	N	M	,	.			

# Why is Core Vocabulary a good idea?

1. CV versus thematic units typically taught in preschool/elementary- students will **use** these words **again and again**; thematic units use during unit then not used again until next year
2. Promotes **generative language**- not limited to scripts or only requesting nouns, descriptive language
3. Gives a **vision and focus**- not continually making new activity specific boards or programming more vocabulary for an activity or event
4. Give the student access to 50-300 appropriate, **high frequency, re-usable** words and word variations. They can use across a broad number of events or activities and are needed throughout the student's **entire life**.

# Vocabulary Selection EBP

## 1. Look at words in normal language

**development** (our students may not follow the normal course of language development but we need to look at what they can do and build on it)

- First 50 words mastered by 50% of 1803 NL children by 18 months (Fenson et al, 1994)
- First 38 words mastered by 80% 422 NL children by age 2, (Rescorla et al., 2001)
- Words mastered by 80% of children with Learning Disabilities by age 3, (Rescorla et al., 2001)

## 2. Choose high frequency words

- **26 core words** comprised 96.3% of total words used by toddlers age 2 and 3 years, (Banajee, 2003)
- The **50 most frequently used words** in preschool children represented 60% of the total language sample; 100 most frequently occurring words accounted for 73% of total sample (The Jones Sampling, Lincoln Nebraska, 1987)
- With AAC users, top **100 high frequency words** accounted for 62.3% of sample and top **250 words** accounted for 78% of sample. (Hill, 2001)

# Preschoolers' Vocabulary

## Arranged Alphabetically

**REFERENCE:** Marvin, C. A., Beukelman, D. R., & Bilyeu, D. (1994). Vocabulary-use patterns in preschool children: Effects of context and time sampling. *Augmentative and Alternative Communication*, 10, 224-236.

The words on this list are the most frequently occurring words of preschool children in the study by Marvin, Beukelman, and Bilyeu.

1. about	49. came	97. for	145. I'm
2. after	50. can	98. found	146. if
3. again	51. can't	99. from	147. in
4. ah	52. candy	100. get	148. inside
5. all	53. car	101. gets	149. is
6. almost	54. catch	102. getting	150. isn't
7. already	55. cause	103. girl	151. it
8. also	56. chair	104. girls	152. it's
9. am	57. come	105. give	153. juice
10. an	58. comes	106. go	154. jump
11. and	59. cookie	107. goes	155. jumped
12. another	60. corn	108. going	156. jumping
13. ant	61. could	109. gonna	157. just
14. any	62. couldn't	110. good	158. kind
15. are	63. cup	111. great	159. know
16. aren't	64. cut	112. green	160. last
17. around	65. day	113. guys	161. leaves
18. as	66. did	114. had	162. let
19. at	67. didn't	115. hair	163. let's
20. away	68. different	116. hand	164. lift
21. baby	69. do	117. hands	165. like
22. back	70. doctor	118. has	166. little
23. bad	71. does	119. have	167. long
24. ball	72. doesn't	120. haven't	168. look
25. bathroom	73. dog	121. he	169. looking
26. be	74. doing	122. he's	170. lot
27. bean	75. don't	123. head	171. lunch
28. because	76. done	124. hear	172. made
29. bed	77. door	125. hello	173. make
30. before	78. down	126. help	174. man
31. being	79. drink	127. her	175. many
32. bet	80. duck	128. here	176. may
33. better	81. eat	129. here's	177. maybe
34. big	82. eating	130. hi	178. me
35. bird	83. else	131. high	179. mean
36. birds	84. even	132. hill	180. messy
37. bite	85. everybody	133. him	181. middle
38. black	86. everything	134. his	182. mine
39. blue	87. face	135. hold	183. mom
40. both	88. fall	136. home	184. mommy
41. box	89. find	137. horse	185. more
42. boy	90. finger	138. hot	186. most
43. bugs	91. fire	139. house	187. move
44. but	92. first	140. how	188. much
45. buy	93. five	141. huh	189. must
46. by	94. fixed	142. hum	190. my
47. bye	95. fly	143. I	191. myself
48. call	96. foot	144. I'll	192. Name

## Adult Augmented Communicators' Vocabulary Arranged By Frequency

**REFERENCE:** Hill, K. (2001). The development of a model for automated performance measurement and the establishment of performance indices for augmented communicators under two sampling conditions. *Dissertation Abstracts International*, 62(05), 2293. (UMI No.3013368).

In the Hill study, forty hours of interviews were conducted with 20 augmented communicators. The 100 most frequently occurring words account for 62.3% of the total words used. The top 250 words comprised 78% of the total words. This list shows the top 100 words only.

- |             |               |                |
|-------------|---------------|----------------|
| 1. I        | 36. so        | 71. help       |
| 2. the      | 37. when      | 72. she        |
| 3. to       | 38. no        | 73. strategy   |
| 4. and      | 39. just      | 74. then       |
| 5. a        | 40. about     | 75. as         |
| 6. it       | 41. had       | 76. get        |
| 7. is       | 42. words     | 77. if         |
| 8. was      | 43. are       | 78. speech     |
| 9. that     | 44. I'm       | 79. most       |
| 10. in      | 45. not       | 80. now        |
| 11. of      | 46. well      | 81. school     |
| 12. my      | 47. how       | 82. which      |
| 13. you     | 48. them      | 83. who        |
| 14. yes     | 49. its       | 84. out        |
| 15. for     | 50. or        | 85. Pathfinder |
| 16. have    | 51. time      | 86. their      |
| 17. like    | 52. would     | 87. Unity      |
| 18. me      | 53. going     | 88. actually   |
| 19. do      | 54. this      | 89. could      |
| 20. on      | 55. use       | 90. device     |
| 21. people  | 56. will      | 91. first      |
| 22. but     | 57. there     | 92. word       |
| 23. know    | 58. work      | 93. been       |
| 24. with    | 59. say       | 94. better     |
| 25. they    | 60. from      | 95. different  |
| 26. what    | 61. go        | 96. really     |
| 27. am      | 62. got       | 97. things     |
| 28. be      | 63. can       | 98. two        |
| 29. don't   | 64. Liberator | 99. did        |
| 30. at      | 65. more      | 100. however   |
| 31. he      | 66. need      |                |
| 32. we      | 67. some      |                |
| 33. think   | 68. want      |                |
| 34. one     | 69. years     |                |
| 35. because | 70. all       |                |



### 3. Choose words that appear in children's literature

- CV corresponds with the **100 Most Frequently Used Words in Children's Literature Taken from Readers Theater/Language Arts (Swallow)**
- CV corresponds with **Dolch** words lists

<http://www.k12reader.com/dolch-word-list-sorted-by-frequency-by-grade/http://www.timelessteacherstuff.com/HFWords/HFWordList1to100.html>

## 4. Choose words across a variety of language functions

- Greeting- what's up, mama
- Parting- later, see you later
- Request assistance- help, do
- Existence- that, this, look, see
- Nonexistence- away, all gone, no more
- Rejection- no, stop
- Comment- mean, big, like
- Cessation- stop, different
- Recurrence- more, again
- Directive- go, stop, get, put

# A Review of Semantic and Pragmatic Functions with Vocabulary Examples

## Single Word Utterance Level

<u>Relational Functions</u>	<u>Context</u>	<u>Form (vocabulary examples)</u>
Greet	people noticed	hello, mama, dada
Part	people leave	bye bye, goodbye
Request Assistance	used to request assistance with an event	help, do
Recurrence	used to both request & comment	more, another
Naming/Labeling	used to name or label objects and people, giving information	doggie, milk, shoe
Existence	objects or people pointed out, noticed, or found events	
Nonexistence	used to gain attention used to comment on non-existence when existence is expected	uh oh, this, that, there, look, see no, away, gone
Disappearance	comment on the disappearance of person or object in the immediately preceding context	away, all gone, gone
Rejection	used to reject on ongoing object or action	no, stop

# Selecting Fringe or Personal Core Vocabulary

- Motivational- what/who does the student really want to talk about?
- Phonological- what sounds can the student produce; which sounds are being targeted
- Academic words- if student has an objective targeting colors or shapes, these words should be available
- Words parents are NOT teaching
- Opposites- if staff are targeting "wet" in a toileting routine, why not teach "dry"
- Thematic Units- transportation, safety words, growing a garden etc.

# What is the goal of CV?

## SNUG

Spontaneous

Novel

Utterance

Generation

<http://www.youtube.com/watch?v=QqfVAPuGzpl>

The Power of Core Vocabulary

# What do I do with these words?

- Hanen Approach
- Communication Temptations
- No Tech AAC (sign language, Manual Communication Board)
- Mid Tech AAC (Go Talk, Tech Speak)
- High Tech SGD (Dynavox, PRC, iPad with AAC apps)
- Aided Language Stimulation

# Hanen Approach

- teach language in predictable routines
- repeat child's utterance adding one or two words
- stress significant words by saying them louder or stretching them out longer
- give plenty of wait time
- follow the child's lead
- take one communication turn for each turn the child takes

# Communication Temptations

Weatherby & Prizant (1989)

- Definition: Setting up the environment to *tempt* the student to communicate with us.
- Rationale: A student is much more likely to communicate if he has a reason for doing so.



## Communication Temptations

(Wetherby & Prizant, 1989)

1. Eat a desired food item in front of the child without offering any to the child.
2. Activate a wind-up toy, let it deactivate, and hand it to the child.
3. Give the child four blocks to keep in a box, one at a time (or use some other action that the child will repeat, such as stacking the blocks or dropping the blocks on the floor). Then immediately give the child a small animal figure to drop in the box.
4. Look through a few books with the child.
5. Initiate a familiar and unfamiliar social game with the child until the child expresses pleasure, then stop the game and wait.
6. Open a jar of bubbles, then close the jar tightly. Hand the closed jar to the child.
7. Blow up a balloon and slowly deflate it. Hand the deflated balloon to the child or hold the deflated balloon up to your mouth and wait.
8. Hold a food item or toy that the child dislikes out near the child to offer it.
9. Place a desired food item or toy in a clear container that the child cannot open while the child is watching. Put the container in front of the child and wait.
10. Place the child's hand in a cold, wet, or sticky substance, such as jello, pudding, or paste.
11. Roll a ball to the child. After the child returns the ball three times, immediately roll a rattle or a toy on wheels to the child.
12. Wave and say "bye-bye" to a toy upon removing it from the play area. Repeat this for a second and third toy, and do nothing when removing a fourth toy. These four trials should be interspersed through the other temptations, rather than be presented in a series.
13. Have the animal greet the child the first time. Repeat this for a second time and third time, and do nothing when bringing out the animal for the fourth time. These four trials should be interspersed when presented.
14. Put an object that makes noise in an opaque bag and shake the bag. Hold up the bag and wait.
15. Engage the child in an activity of interest that necessitates the use of an instrument for completion (e.g., crayon for drawing, spoon for eating, or wand for blowing bubbles). Have a third person come over and take the instrument, go sit on the distant side of the room, while holding the instrument within the child's sight and wait.

# Examples of AAC

- **Manual communication board**  
(can have more or fewer words, **customize** to fit your student!)
- **Language building board** (moveable pictures, can **'play'** or **'grow'** language)
- **Sign Language**
- **Voice Output Communication Device (VOCD) a.k.a Speech Generation Device (SGD)** with or without dynamic display (ex. Tech talk, dynavox, Ipad with AAC applications)

[Eye gaze CV video- http://www.youtube.com/watch?v=xatHPazOXw0](http://www.youtube.com/watch?v=xatHPazOXw0)

[Laser pointing with spelling and CV video- http://www.youtube.com/watch?v=4EyA9jabpnQ&playnext=1&list=PL4CBC75EB86BDE165&feature=results\\_main](http://www.youtube.com/watch?v=4EyA9jabpnQ&playnext=1&list=PL4CBC75EB86BDE165&feature=results_main)



Vocab

Menu

<b>PEOPLE</b> 	<b>QUESTN</b> 	<b>PLACES</b> 	<b>SOCIAL</b> 	<b>TIME</b> 	<b>GROUPS</b> 	<b>DESCRB</b> 
<b>I</b> 	<b>me</b> 	<b>a</b>	<b>the</b>	<b>that</b> 	<b>more</b> 	<b>ABC</b> <b>123</b>
<b>my</b> 	<b>can</b>	<b>to</b>	<b>come</b> 	<b>eat</b> 	<b>drink</b> 	<b>ACTIONS</b> 
<b>it</b>	<b>do</b>	<b>feel</b> 	<b>finish</b> 	<b>go</b> 	<b>help</b> 	<b>hurt</b> 
<b>you</b> 	<b>is</b>	<b>like</b> 	<b>listen</b> 	<b>need</b> 	<b>play</b> 	<b>stop</b> 
<b>your</b> 	<b>don't</b> 	<b>.</b>	<b>want</b> 	<b>watch</b> 	<b>work</b> 	<b>with</b>

# AAC considerations to keep in mind:

- Should choose language over technology-can you have a **conversation** with this device or does it just have attractive bells and whistles?
- Promote **motor automaticity** so I can talk without thinking- Think about typing on computer or shifting your car into gear.
- Give **easy access** across multiple settings-portable, battery life, ease of use with substitutes/non familiar communication partners

# Aided Language Stimulation

The communication partner points out symbols on the communication display as he or she interacts and communicates verbally with the user.

Modeling of the communication system assists the child to establish a visual and auditory understanding of how symbols can be combined and recombined generatively to communicate during routine activities.

Aided Language Stimulation has also proven beneficial for students who are language delayed. This technique provides the communicator with the opportunity to visually process words and symbols being concretely combined to form functional utterances within meaningful routines. Since the printed word accompanies each symbol on the display, Aided Language Stimulation also may assist some children in the development of reading skills.

# Aided Language Stimulation Continued

Aided language stimulation is primarily good verbal language stimulation with visual augmentation.

When providing aided language stimulation for children, Carol Goossens' recommends the following verbal language stimulation guidelines:

1. use primarily single words (symbols) and short grammatically correct phrases (symbol phrases) to talk about what the child is hearing, seeing, doing and feeling
2. use lots of repetition as you describe ongoing events
3. speak slowly, inserting numerous pauses into the conversational flow
4. whenever the child indicates something with a single word (symbol), expand that message into a semantically equivalent two-word (symbol) combination

[Aided Language Stimulation Video:](http://www.youtube.com/watch?v=QywUaX99-D4)  
<http://www.youtube.com/watch?v=QywUaX99-D4>

# Literacy and Language Activities

# Reading

Core **modified books** with icons and words or words only.

- reading a to z books
- Power point books ([tarheelreader.org](http://tarheelreader.org))
- Library modified books
- Books scanned and modified



## Toy Story Feelings



She feel sad.



He feel hungry.



He feel angry.



# Reading Activities

1. Before reading, prime the group
  - Bring out props from story, pictures from story, talk about events using core vocabulary
2. Read book 10-20 times
  - “Repetition is the mother of Learning”
  - Children look for familiar patterns
  - They are more likely to participate expressively if they are familiar with the material and know they will ‘get it right’
3. Focus on core vocabulary words
  - Point to words as you say/read the book
  - Masked to only show words in literature
  - Emphasizes key words you are teaching in the book
4. Act it out/Class Play
5. Asking/Answering Questions
  - Questions should be descriptive in nature (How is frog feeling?) not referential (What did frog eat?)
  - Child should be able to answer the questions using core vocabulary
6. Sequence pictures from the book
  - generate a word, phrase, sentence to go with each picture in a story retell

# 3 Little Pigs

## Examples of Descriptive Questions

Tell me about the wolf. He big; he bad; he want to go in; he mean

What did wolf say? I want in

What did the pigs say? you can not come in

What did the wolf want? eat them; make home go down

How did the pigs feel? afraid/scared

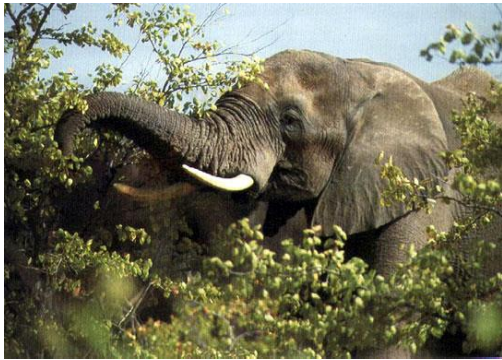
What did pigs do? go away; go in home

What happened at the end? he go away

# Writing Activities

1. Fill in the blank sentence in familiar books
2. Given a picture from the book, ask student to formulate a sentence to go with the picture using moveable core words (or transcribe for the student). Give visual cues (colored lines if needed).
3. Books to re-write with blank lines. Visual cues if needed.
4. Sentences to unscramble with moveable icons.
5. Journal with high interest writing prompt
6. Interactive Board Maker + talking core board

## Example of Picture Prompt for Journaling



\_\_\_\_\_ .

## Example of Video Prompt for Journaling

[Elephant Bath](#)

He is \_\_\_\_\_ .

\_\_\_\_\_ .

# Miscellaneous CV Ideas

- Circle time interactive boards
- Cooking activities
- YouTube videos “Tell me about what you saw”
- Teach the symbol/Picture props
- Match word to photograph/icon
- Match photograph to icon
- Bingo Games
- Ipad games (My PlayHome, Cookie Doodle)
- iPad apps (PRC Language Lab- core words, directing activities, plurals, simple sentences; Clicker Sentences)
- Singing songs with CV (repetitive lines with CV; Beatles)

# Power Point Recipe Book

## Oatmeal



Make some thing good to eat.



Open it



Put it in



Get some water



# My PlayHome

## CookieDoodle Chocolate Chip



Menu

- 2 1/4 cups flour
- 1 teaspoon baking soda
- 1 teaspoon salt
- 2 sticks butter
- 3/4 cup sugar
- 3/4 cup brown sugar
- 2 eggs
- 1 teaspoon vanilla
- 2 cups chocolate chips



Drag ingredients into the bowl.





PRC Core Words

# Clicker Sentences



# Resources

## 1. Pixon Project-

- teaches core words in units
- ideas for objectives and lessons that go with each unit

## 2. AAC language lab

- link at [aaclanguagelab.com](http://aaclanguagelab.com)
- developmental language stages
- teaching resources, lesson plans, language materials library, etc.

## 3. Vocabulary Planners

## Part 4: Language and Learning Modules

### ***Module #1: Initial Mediating and Regulating of Activities***

**Purpose:** To encourage the person to direct the behavior of others and the course of any activity with words instead of behavior.

**Target Vocabulary:** 10 words

1. again
2. all done
3. all gone/gone
4. different
5. do
6. help
7. look
8. more
9. stop
10. what

**Target Syntax/ Morphology:**

1. AAC User: Produce 1 word utterances.
2. Communication Partner: Use Aided Language Simulation with 2 and 3 word utterances as prompting and response strategies for a range of semantic relations using the target words and additional available words (e.g., agent-action = "I help," action-object = "do that," action-location = "look there").

**Suggested Long-Range Goals:**

1. The AAC user will ask "what" when he/she doesn't know about an object or activity. (function = request information)
  - a. CP will model "what this," "what is," and/or "what do" in response.
  - b. CP will model "what is that" and/or "what you do" in response
2. The AAC user will say "gone" or "all gone" to show that he/she recognizes that something is missing or depleted. (function = disappearance, nonexistence)
  - a. CP will model "it gone" or "that all gone" in response.
3. The AAC user will call attention to something that is "out of the ordinary" using a word, such as "look." (function = existence, request action, direct attention)
  - a. CP will model "look that" or "look there" in response.

# Vocabulary Planner

Scripted Lines for most activities:

One Liners:	help	go	get	put
	eat	drink	stop	more
	different	turn	Good	bad

2 words:	want help	you help	I help	help me
----------	-----------	----------	--------	---------

want + activity( swing, bed, music, etc.)  
want + color  
go + location (bathroom, home, playground)  
want + verb (eat, drink, stop)  
want + pronoun (it, you)  
Drink it  
more help  
I all done  
Play + (toy)  
Not + verb (go, drink, put)  
Not more, not different, not all done, not happy, not good

3 + words	I want help	I want more	I want go	I want finished
	I want you	I want work	I want drink	I want play + (toy)
	I want eat + (food)	More eat + (food)	more play + (toy)	go play + (toy)

## Communication Function:

X requesting (object/action)

X rejecting/refusing

\_\_\_ parting

X commenting

X disappearance/nonexistence

X requesting assistance

X giving directives

X cessation

\_\_\_ requesting information

X requesting recurrence

greeting

\_\_\_ point out existence

# Tools/Materials

- [Adaptivelearning.com](http://Adaptivelearning.com) - boards and interactive boards ready to go
- Reading A to Z
- Tarheel Reader North Carolina
- Pixon Project
- Board Maker + software
- Book stands/acrylic book covers
- Literacy Library/regular school library

# Contact Information

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