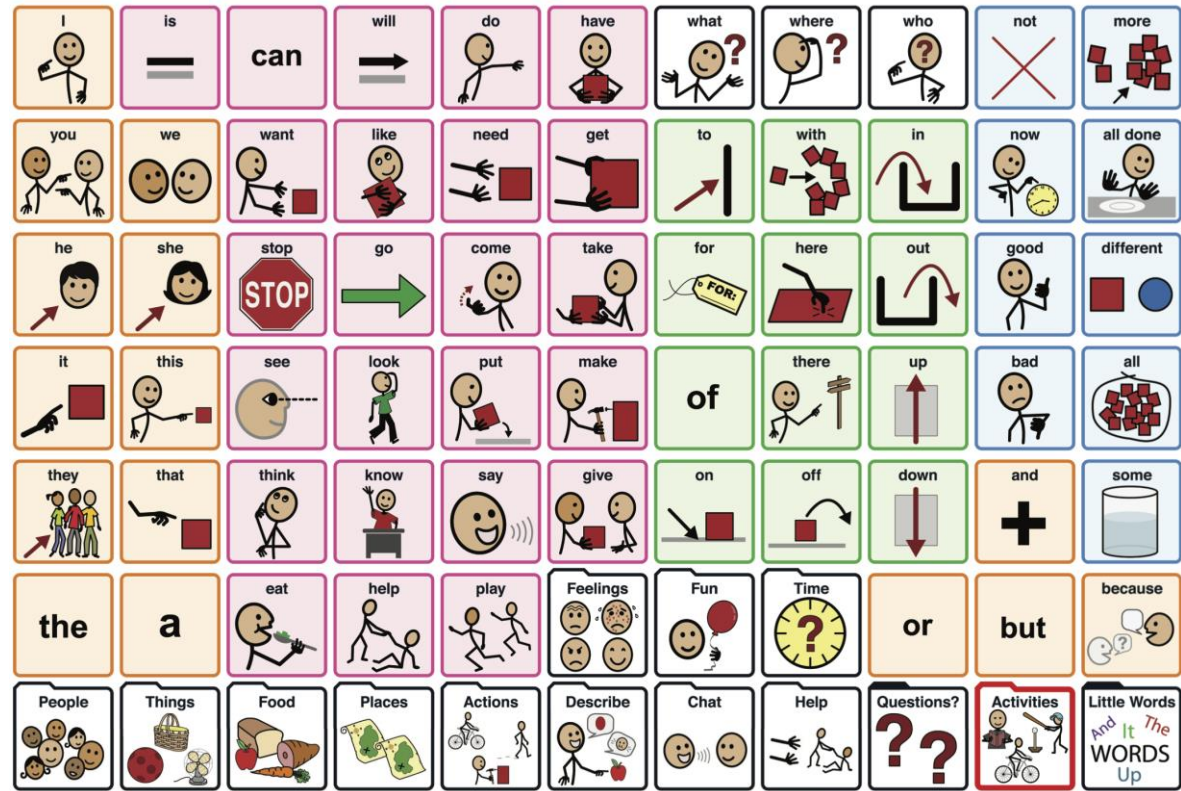




The Core Word Classroom – supporting students with communication disorders.

Tara Synnott & Nicklas Parks



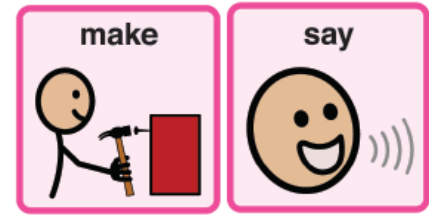
Aims:

- Give practical knowledge that can be used straight away in any classroom to support student language development.
- To communicate the importance of modelling language to all students using a range of communication strategies.
- To use core words as an effective way to give students a voice.

Key Messages

- It takes a long time to develop a receptive vocabulary to symbol-based language
- core words will help students make the most of a limited vocabulary
- In order to use Augmentative Alternative Communication systems (AAC) students must see how it is used





Language Development

(AlHammid, 2017; Sennott, Light, & McNaughton, 2016)

“The average 18 month old child has been exposed to 4380 hours of oral language at a rate of 8 hours per day from birth. A child who has a communication system and receives speech therapy two times a week for 20-30 minute sessions will reach this same amount of exposure in 84 years” – Jane Korsten

Typical Development:

- Large number of speech models
- Rich language interactions
- Rapidly acquire spoken language ability in proportion to the quality and quantity of interactions

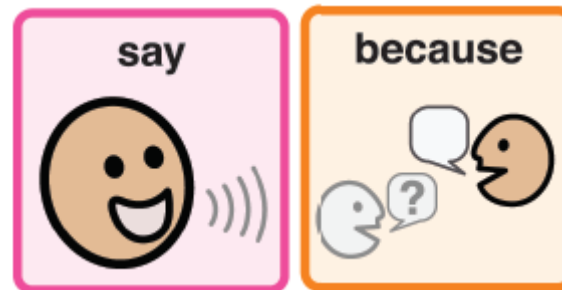
Children using AAC:

- Rarely see models of AAC
- Much less likely to interact with others using AAC
- Lack of early language acquisition impacts the development of early communication skills

Reasons to communicate

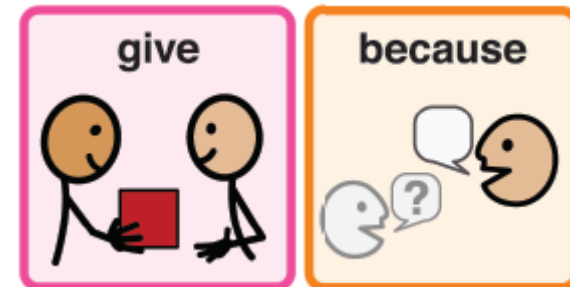
1. Express needs and wants
2. Give and receive information
3. Social interaction

Interrelated

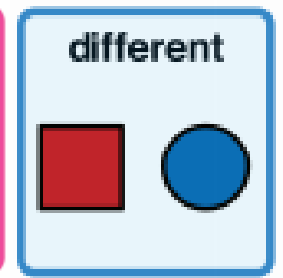
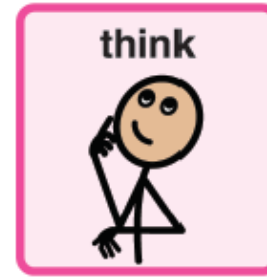


Reasons to use AAC (Ronski & Sevcik, 2005)

1. Augment natural speech
2. Provide a means for communication
3. Provide input and output for communication
4. Language intervention



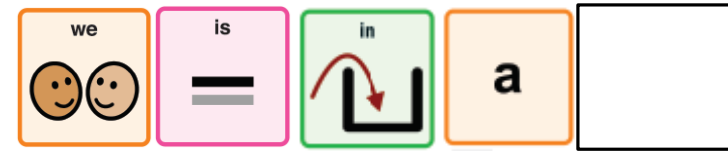
Myths of AAC use (Ronski and Sevcik, 2005)



1. AAC is a last-resort in language development
2. AAC hinders or stops further language development
3. Children must have a certain set of skills to benefit from AAC
4. Speech-generating devices are only for children with intact cognition
5. Children must be a certain age to be able to benefit from AAC
6. There is a representational hierarchy of symbols from objects to written words

Core Words

(Snodgrass, Stoner, & Angell)



Our students may not develop a large vocabulary of expressive language

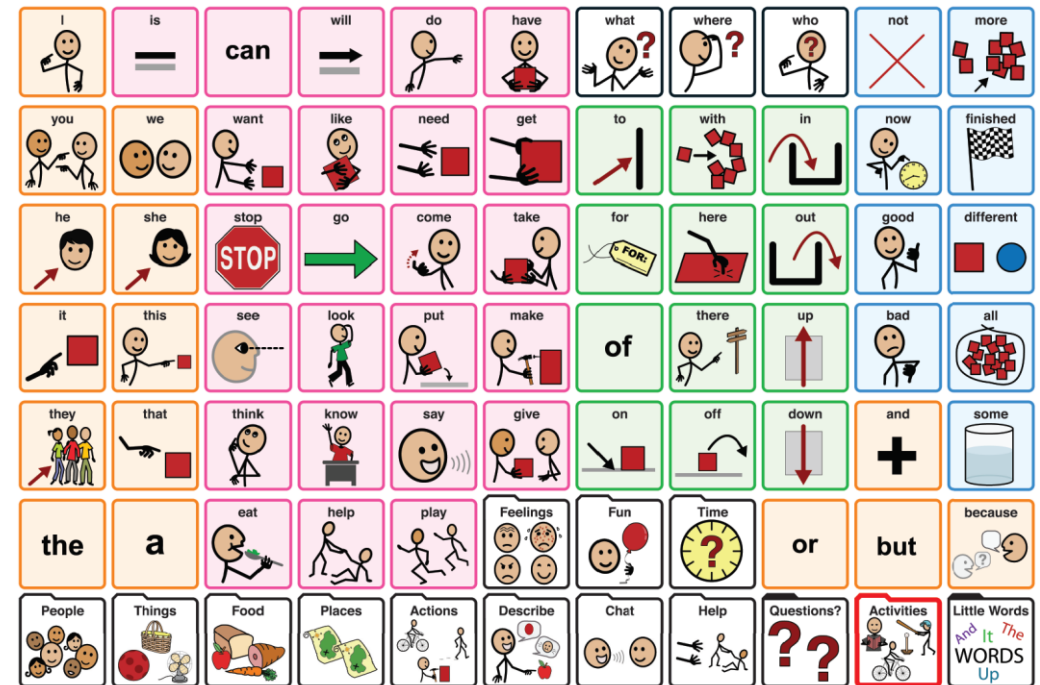
Core words allow people to make the most of a limited vocabulary

Abstract and used across contexts

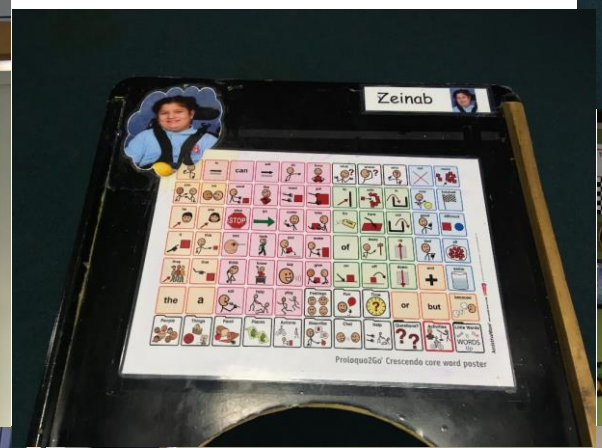
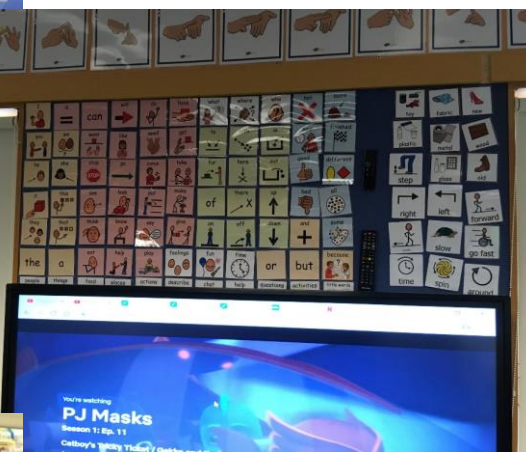
They can be combined to make meaning

Meaning is constructed within different contexts

Has been taught successfully to students with multiple and severe disabilities



School-wide vocabulary



Principles of AAC use (PAMPER)

Presume competence

- Environment immersed in language and communication
- Right tools for communication (based on access, not 'ability')
- Explicit teaching strategies
- Time to develop skills

Access to a balanced vocabulary

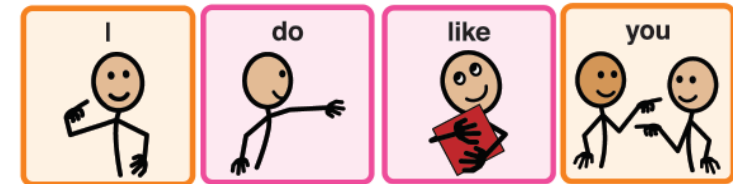
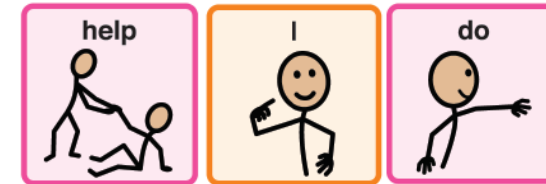
- Core words
- Fringe words
- Alphabet

Model Model Model

Phrases, pre-stored messages, and individual words still used

Encourage spontaneous utterances

Repetition



Tara and Hengkai



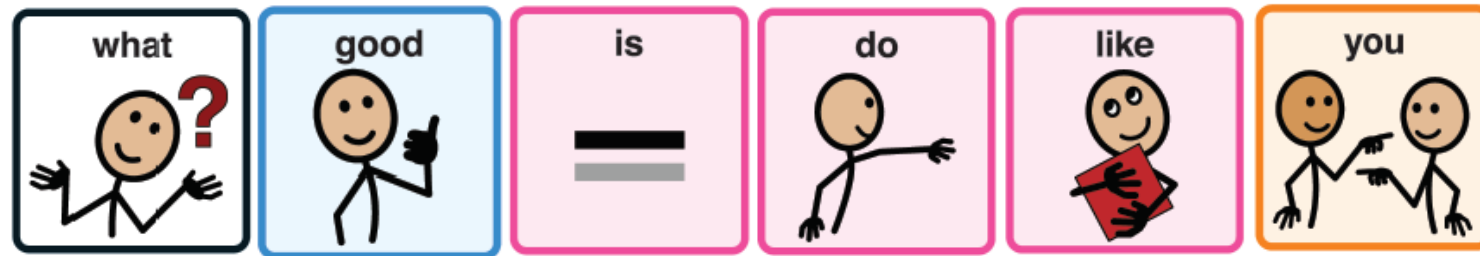
The importance of modelling (Sennott, Light, & McNaughton, 2016)

Asymmetry between language input and output for those using AAC

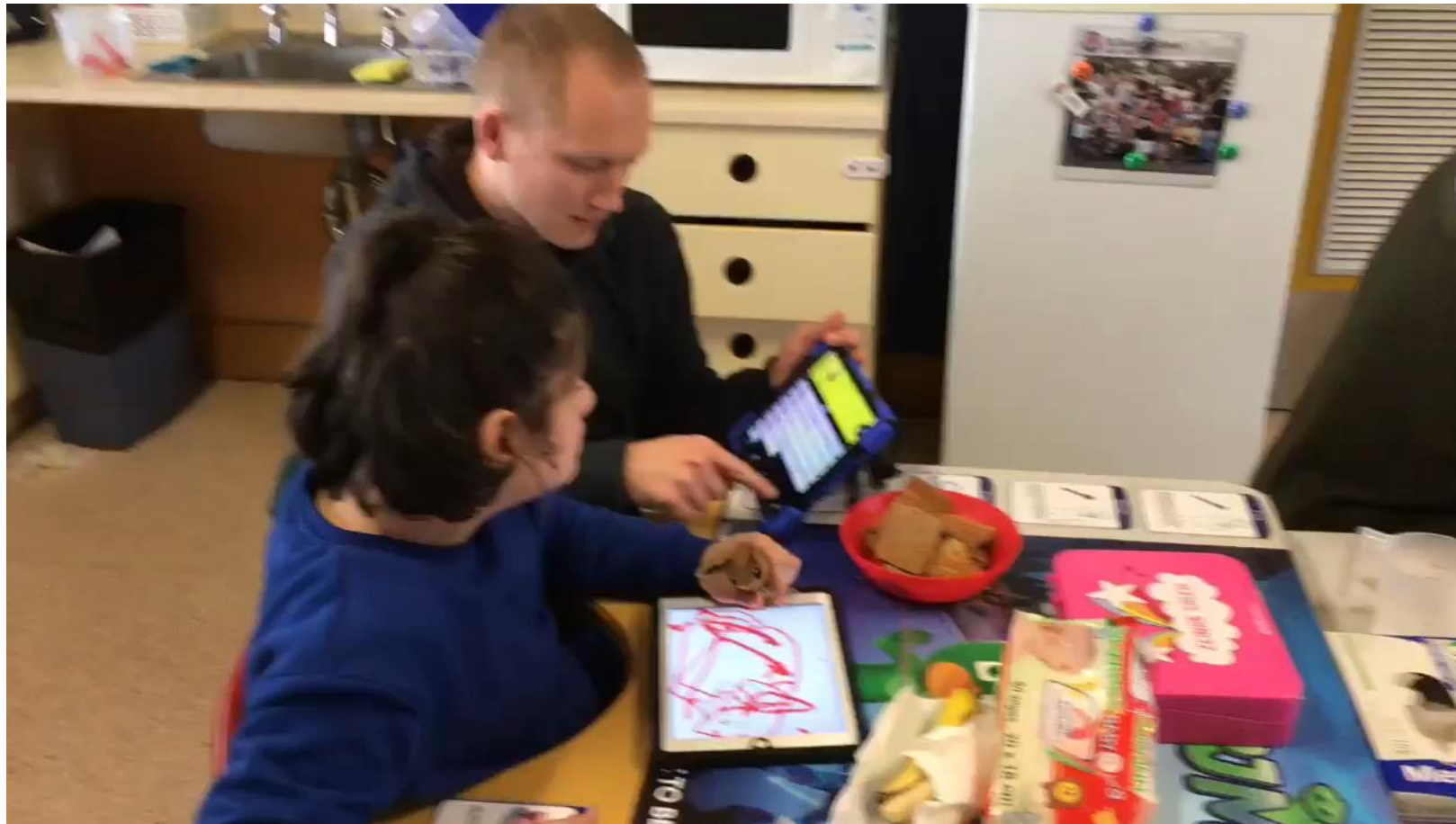
Many methods of modelling but all contain modelling AAC as you speak and engaging in natural conversation

Modelling interventions show

- ↑ Communication turns taken
- ↑ Vocabulary
- ↑ Multi-symbol utterances
- ↑ Use of inflections



Nick and Zeinab



Modelling Do's (and don'ts...)

Model one more word than the student is using

Model without expecting anything in return

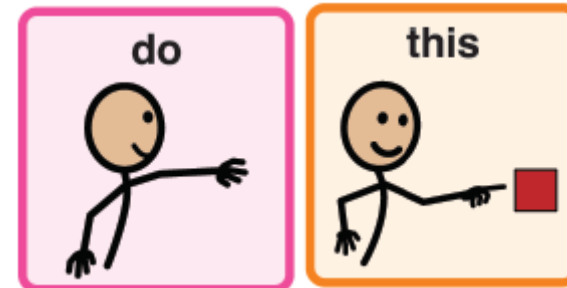
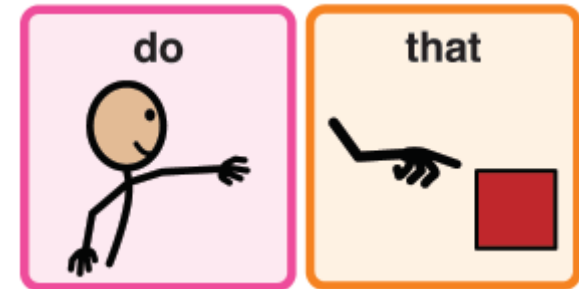
Model key words while speaking fluently

Don't worry about grammar

Model the same words in many different contexts

Model more comments than questions

Model thinking aloud



Angela and Jay



5 Minute Filler: _____

| | | | |
|-------------------------------|--|--|---------------------------|
| Core Words | Verbs Describe Quantity Prepositions Questions Pronouns Time | want, like not, all done/finished more I, you, it, that | |
| | Needs & Wants | Getting & Giving Information | Social Interaction |
| Example Ways to Use the Words | want, want more like, like it, like that not like, not that | | my turn, your turn |

Notes:

Planning for core words

Words/whys/ways

Choosing core words

1. Set a goal
2. Plan activities
3. model



Whys & Ways for: _____

INSTRUCTIONS: If you have an activity you are doing in your classroom, you can use this template to plan the WHYS (or different reasons to communicate) and the different WAYS you might use Core Words.

| Whys (Reasons to Communicate) | Ways (to use the target core word) |
|---------------------------------------|---------------------------------------|
| Expressing Needs and Wants | |
| Choice making | |
| Gaining attention | |
| Requesting | |
| Refusing, rejecting, protesting | |
| Getting and Giving Information | |
| Simple commenting | |
| Express feelings | |
| Asking for information | |
| Discuss (comments/directions) | |
| Give opinions | |
| Give descriptions | |
| Talk about past events | |
| Talk about future events | |
| Tell a story that really happened | |
| Tell an imaginary story | |
| Plan | |
| Explain | |
| Social Interaction | |
| Greeting / saying goodbye | |
| Simple politeness | |
| Conversational skills | |
| Tease / Flirt / Giving compliments | |
| Tell jokes | |
| Negotiate | |

CORE WORD 5 MINUTE FILLER

SONG OF THE DAY

Once a day, choose a good/bad/silly song to play for the class! Listen, sing, dance and say what you think!



| | | | |
|-------------------------------|---|---|---|
| CORE WORDS | Verbs Describe Quantity Prepositions Questions Pronouns Time | want, go, like, help, stop, need, play, can, pick, look, turn not, all done/finished, different, good, bad, favourite, new more, some, all on, off, up, down what, who I, you, it, that now, again | |
| | NEEDS & WANTS | GETTING & GIVING INFORMATION | SOCIAL INTERACTION |
| EXAMPLE WAYS TO USE THE WORDS | want want more want different no more not that stop, stop that, need help do it again I want more ____ I/you need help now. I want to play it again. can you stop that song? | play it what like? who likes it? like that/ not like that turn it on/turn it off turn it up/ turn it down pick one look for it we can play that song again. I don't like that. you pick a song. can we look for it on YouTube? | what think? that good/bad what music do you like? what song is your favourite? |

School planning this term



| KLA: | | | | Activity: Morning Circle | | | |
|---------------------------------------|---|---|--|--------------------------|--|--|--|
| Core Words | Verbs Describe Quantity Prepositions Questions Pronouns Time | Want, like, see, say Not, finished, good, different More, all On, in, What, how, when, or, who I, you Now | | | | | |
| Communication Functions: | Needs and Wants | | Getting and Giving Information | | Social Interaction | | |
| Example ways to use the words: | <p>Want: What song do you want? Who do you want to say good morning to? (select a classmate) How do you want to say good morning? (switch, eye gaze, ipad, wave, smile, high 5 etc) Do you want something different? (positioning, needs etc)</p> | | <p>Who can you see at school today? What do you feel today? (<i>emotions</i>) What is the weather today? Looks like sun. What day is it? Today is Who is at home today? What are we doing today? (next, now, first, then)</p> | | <p>Hello. Personal Greeting. GOOD SEE YOU</p> | | |
| Literacy Lessons | <p>Like (https://coreword.assistiveware.com/t/like-core-word-of-the-week/56) Reading: Joshua James Likes trucks <i>Maisy likes Driving</i>, by Lucy Cousins <i>I like Books</i>, by Anthony Browne <i>Run like a Rabbit</i>, by Alison Lester <i>Things I like</i>, by Anthony Browne Writing: I like (toy). I like (lesson). I like (person). Keynote stories: George likes ...</p> | | <p>Want (https://coreword.assistiveware.com/t/want-core-word-of-the-week/54) Reading: <i>The Pigeon Wants a Puppy</i>, by Mo Willems <i>I Want ___ (Little Princess)</i>, by Tony Ross <i>I Want a Pet</i>, by Lauren Child <i>Room on the Broom</i>, by Julia Donaldson Writing: I want to go (places in school), I want (music choice), I want (interactive story choices) Keynote Stories: Manar wants ...</p> | | <p>Fortnightly Core Words, Term 3 See Can Go More Finished Term 4 Have Give Help Make Good</p> | | |

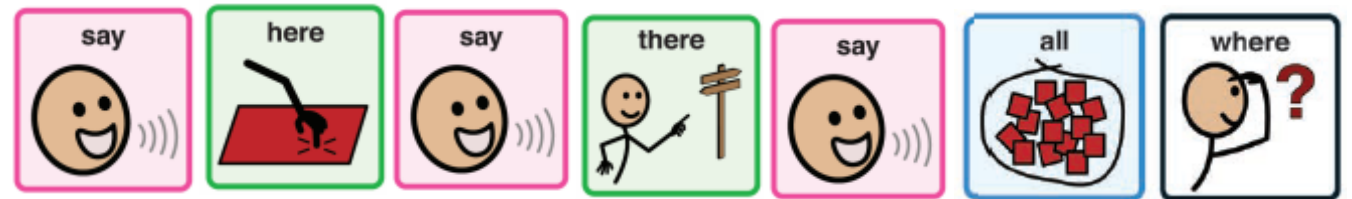
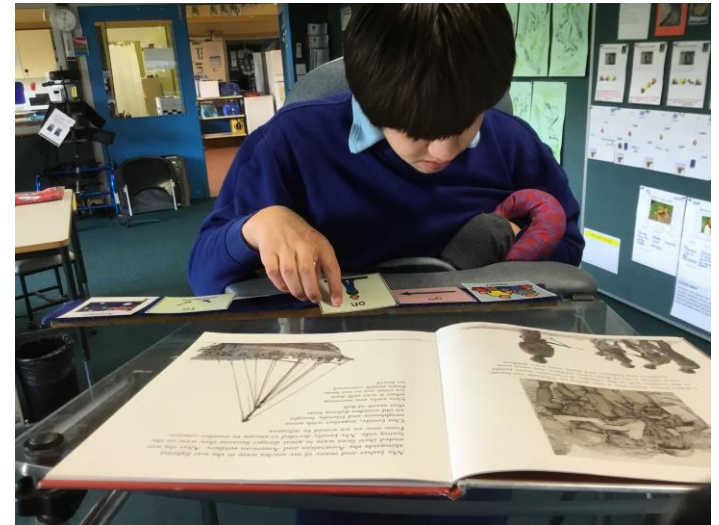
Nick and Allegra



Core words across the curriculum

Descriptive teaching model

- More exposure to core words in different contexts
- Increase comprehension and engagement
- More access to the vocabulary used to describe concepts
- Increased access to concepts rather than learning words
- Increased access to curriculum
- Decrease time spent making resources!



Descriptive teaching



Core word game



forces



Core word game




map



Core word game



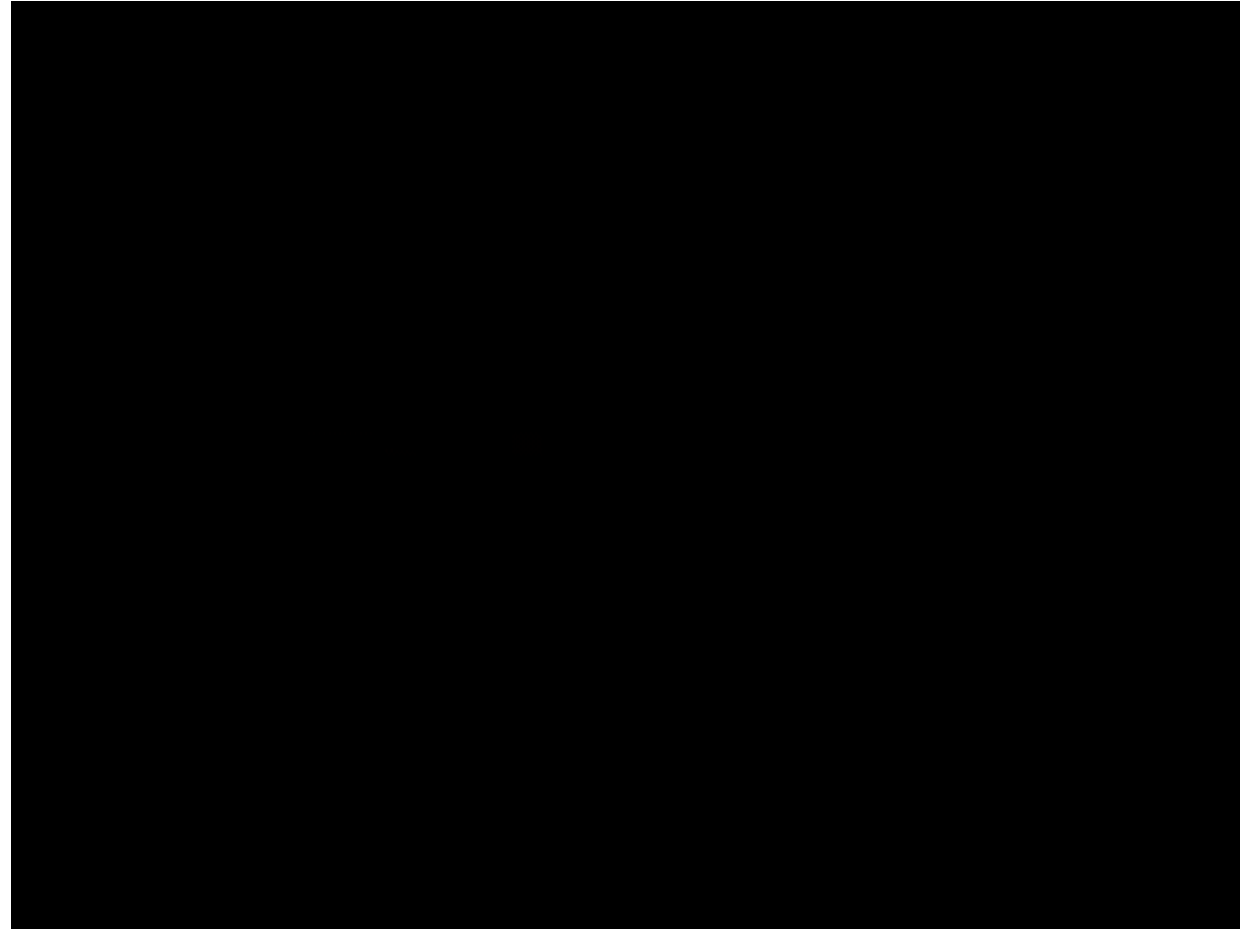
gravity
photosynthesis
compass



Core word game



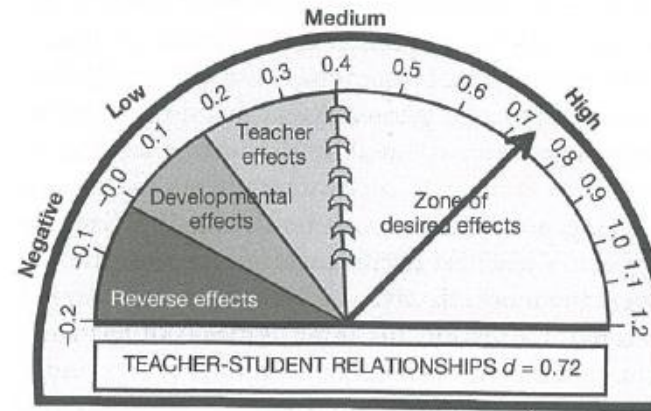
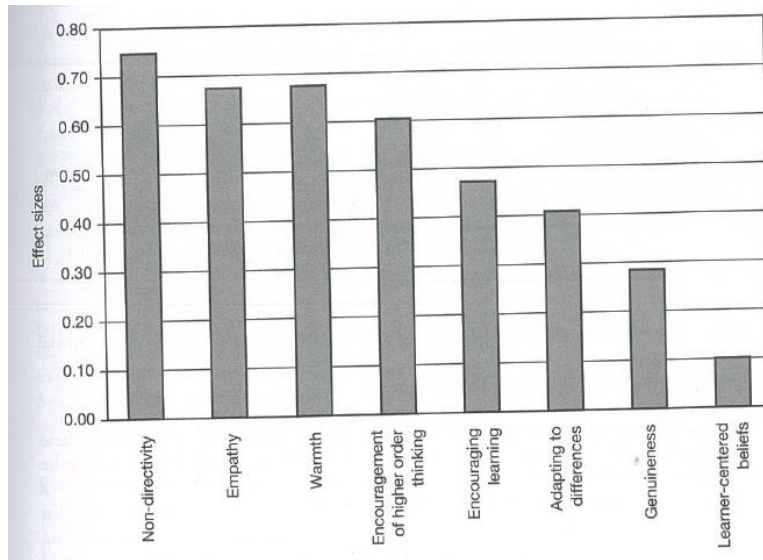
The Power of Core Words





Summary and conclusion (Hattie, 2008)

- Person-centred
- Build teacher-student relationships
- Empathic



| KEY | |
|-------------------------|-------------|
| Standard error | 0.011 (Low) |
| Rank | 11th |
| Number of meta-analyses | 1 |
| Number of studies | 229 |
| Number of effects | 1,450 |
| Number of people (1) | 355,325 |

“...anyone who wants to learn will learn... maybe a teacher is a facilitator, a person who puts things down and shows them how wonderful they are and asks them to eat.” – Carl Rogers

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