Building Core Vocabulary while Targeting Content Connectors

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Project SUCCESS

Your presenters today…

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Speaker Disclosure:
- Financial—salaried employee-owner of PRC
- Nonfinancial—member of ASHA Special Interest Group 12 AAC

Speaker Disclosure:
- Financial— independent contracted presenter for PCG
- Nonfinancial -

Agenda:

❑ Overview of Core Vocabulary and Content Connectors

❑ Referential vs Descriptive Teaching Methods

❑ Choosing Core Words to Target Academic Vocabulary that aligns with Content Connectors

3
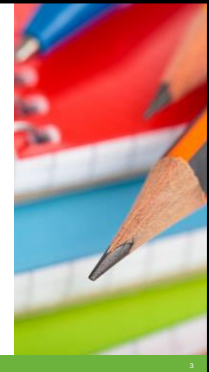
Learner Objectives:

✓ Explain descriptive teaching and how it differs from referential teaching.

✓ Provide examples of core words that go with academic vocabulary related to content connectors.

✓ Name three resources of additional information regarding building core vocab while targeting content connectors

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Part 1: Overview of Core Vocabulary and Content Connectors

"AAC is **not a pill** that is taken; it is **not an app** that is downloaded, **not a device** that has been delivered. **It is a practice and a process**."

~Dave Moffatt, President and CEO of the Prentke Romich Co.

PCG Education

"Similar to how **we must first learn to read before we can read to learn**, we must also **first learn to communicate before we can communicate to learn**."

~Gail VanTatenhove, Speech-Language Pathologist (www.vantatenhove.com)

CORE vocabulary

- Small set of ~400 words
- Makes up 80% of what we say, write, hear, or read throughout our lifetime
- Includes pronouns, verbs, adjectives, adverbs, question words, interjections, demonstratives, prepositions, etc.
- Not very good picture producers
- Required to communicate effectively (getting beyond requesting)
- Allows us to grow/build language skills naturally (one word → two words)

FRINGE vocabulary

- Large set of thousands of words (probably hundreds of thousands)
- Makes up 20% of what we say, write, hear, or read
- Changes throughout your lifetime depending on your interests, career, etc.
- Mostly nouns and content-specific vocabulary
- More specific than core vocabulary makes them easy to depict
- Difficult to grow/build language (one word → two word)

CORE is the glue that holds the FRINGE together. -Karen Natoci, MA, CCC-SLP

First 50 Words:

again	drink	in	now	tell
all	eat	it	off	that
all done	feel	like	on	there
away	get	little	out	turn
bad	go	make	play	up
big	good	me	put	want
come	happy	mine	read	where
do	help	more	sad	who
don't	here	my	some	why
down	I	not	stop	you

Go	Play	Turn
Go fast	Play again	Turn up
I go fast	Play it again	You turn up

That	Like	Where
What that?	I like	Where go?
What that do?	I like it	Where you go?

PCG Education

I CAN communicate. Here's how to help me!

AND YOU GET A CORE BOARD FOR MODELING

AND YOU GET A BOARD…

Content Connectors

Definition of Content Connectors...

Alternate Standards are also referred to as **Content Connectors**. These terms are used interchangeably. These were previously known as the Core Content Connectors with the NCSC Assessment.

Content Connectors highlight the necessary knowledge and skills within the Indiana State Standards, in order for students to reach the learning targets at each grade level. They are simplified from the Indiana State Standards.

- Focus on the core content for each standard and within each subject-*English Language Arts, Mathematics, Science and Social Studies.*

- Highlight the knowledge and skills needed at each grade level.

- Identify priorities in each content area to guide instruction of students with significant needs and for the ISTAR Assessment.

What are Content Connectors?

➢ The breakdown of the Indiana Academic Standards.

➢ The standards used to create the Alternative Assessment.

➢ The standards that we should be using to guide curriculum development and planning.

Where can I find the Content Connectors?

Project Success Indiana Website (google it this way)
http://projectsuccessindiana.com

Access to Content Connectors

Indiana Department of Ed.	Project SUCCESS Indiana
www.doe.in.gov/assessment/alternativeassessments	www.projectsuccessindiana.com
Recorded video for Alternate Assessment	Content Connectors
Blueprint	Aligned Content Connectors – Posters
Instructional and Assessment Guidance	Other Resources for planning instruction
Aligned Content Connectors (Grades 3-10)	Additional Resources for Content Connectors and ISTAR

The Aligned Content Connector Posters

Separated by Content area

Aligned by grades 3-10

The Coding (example):
    5.RN.2.2.a.1
    5.RN.2.2.a.2

Colored Check Marks: Indicate when content connectors will be assessed on the Alternate Assessment

Content Connectors Document

- Indiana Academic Standard aligned to the Content Connectors
- Separated by grade level
- Coding
  - for Indiana Academic Standards
- Alternate Assessment
- Marked as critical, important, and supplemental

Part 2: Referential vs. Descriptive Teaching Methods

Referential vs. Description Teaching

Saturn: Sixth planet from the sun. Very big. Made of gasses – not solid so you cannot stand on it, but it could float in water (not dense). Has rings made of ice, dust, and rocks. Spins very fast but goes around the sun slowly.

Referential Teaching Model

Teachers monitor student comprehension and learning by asking questions that elicit responses requiring specific nouns, names, places, or dates.

"Name a type of housing Native Americans used."

This format is often used for tests.

Slide courtesy of Bruce Baker & Debbie Witkowski of Semantic Compaction Systems

Referential Teaching Model

Teachers will often ask typical students open-ended questions but tend to ask those using AAC systems referential-style questions. Why?

- There is a perception that one-word responses are more efficient.
- Teachers know that the required vocabulary has been programmed into the AAC device.
- Everyone seems to be aware that we have not provided enough language experience for an augmented communicator to answer an open-ended question.

Referential Teaching Model

What are the time demands of this approach?

- Identify the vocabulary to be programmed.
- Locate appropriate pictures to represent the vocabulary words.
- Program the vocabulary items.
- *Pre-teach the student these new words.*
- *Is there time enough for this last step?*

Referential Teaching Model

Within this model, students who use speech generating devices (SGDs) need to be able to access a *revolving* vocabulary in order to participate in class.

- Words aren't typically used again
- Increased navigation and memory requirements to locate the words
- New staff aren't familiar with where words are stored
- Even if you study the same topic in the next grade level, you're likely going to need a different set of programmed words

Referential Teaching Model

RESULTS:

- Hours of staff and student time have been consumed by programming and learning curriculum vocabulary.

- By the time a student graduates, thousands of these "temporary" words will have been programmed.

- Few, if any, of these words are used in daily life.

Descriptive Teaching Model

The descriptive teaching model emphasizes the use of core vocabulary.

Advantages:

- Core consists of the ~400 most commonly used words in the English Language.

- Core shows a 90% overlap from preschool through adulthood and does not vary demographically within a language.

- The use of core vocabulary virtually eliminates the need to program a revolving vocabulary of curriculum words.

Descriptive Teaching Model

Teachers ask students using AAC devices open-ended questions so they can provide a definition to the word using core vocabulary.

For example, "What is a tepee?"

Students learn to use permanent words in flexible and meaningful ways.

- Define and describe…
- Tell what you know about…
- Compare and contrast…

Descriptive Teaching Model

Teachers and clinicians use their time optimally by choosing KEY vocabulary for each lesson and identifying descriptive definitions for each word that is comprised of core words.

> Tepee = where they live
> Papoose = baby
> Thanksgiving dinner = big eating

Rather than pre-teaching temporary curriculum words, emphasis is place on teaching the student the concepts inherent in the vocabulary and how to use core words to describe those concepts.

The Language Stealers

Descriptive Teaching Model

What are the time demands of this approach?

- Identifying KEY vocabulary.
- Paraphrasing/Describing KEY vocabulary.
- Modeling core words to describe KEY words.

THE UP-GOER FIVE TEXT EDITOR

CAN YOU EXPLAIN A HARD IDEA USING ONLY THE TEN HUNDRED MOST USED WORDS? IT'S NOT VERY EASY. TYPE IN THE BOX TO TRY IT OUT.

> a round thing that shows where water and land are

splasho.com/upgoer5

Common Curriculum Words

Is there a time when curriculum words should be added to a device?

Certain academic vocabulary will be used over and over again within child's academic career, such as: _author_, _character_, _plot_, _setting_, _etc_.

These words, although not core vocabulary, occur frequently enough in the academic environment to warrant being added to the core vocabulary of the device in a systematic fashion so that recalling them at appropriate times will be facilitated.

Alternate Strategies for Accessing Temporary Curriculum Vocabulary

What if teachers still want to assess whether or not a student knows the name of a concept? There are several alternatives to programming curriculum words including:

> Spelling
> True/False Questions
> Multiple Choice Questions
> Post It Notes

Elementary School Lesson - Language Arts

Compare – what same

Contrast – what different

Character – person

Plot – story about

Setting – where

Conflict – problem (in) story

Solution – how fix problem

Author – who writes

Middle School Lesson - Science

Crater – a big opening in the ground made by something big falling

Satellite – something little that goes around something big

Orbit – to go around something in a circle

Gravity – the earth pulls things to itself

Eclipse - one thing in the sky hides another

Tide – water goes up and down (because the earth pulls on the moon)

High School Lesson - American History

Industrial Revolution – a time when life was changed by how things were made

natural resources – things that come from water or earth

fuel – something that can make machines work or run

economy – the way money is made and used by people

manufacturing – new way of making many things at one time with many workers

telegraph – new thing that helped people talk to others far away, even across the ocean

technology – people use what they know to make new things that work better, faster or easier

Questions to Consider

Who on your team is responsible for identifying the curriculum vocabulary that your AAC users will need to use in the upcoming lesson?

How much time is does this take? How far in advance do you achieve this?

Who on your team is responsible for programming that vocabulary into the AAC systems?

How much time is allotted into your schedule for programming? How far in advance does curriculum vocabulary get programmed?

Can the student use this vocabulary in his/her daily life?

Part 3: Choosing Core Words to Target Academic Vocabulary that Aligns with Content Connectors

Let's practice!

"The Thing Explainer"

by Randall Munroe

"The Edge of the Sky: All You Need to Know About the All-There-Is"

by Roberto Trotta

Slide 1

Expanding Expression

QUICKLY IMPROVES...
- Oral Expression
- Written Expression
- Vocabulary Comprehension
- Defining & Describing
- Making Associations
- Stating Functions of Objects
- Categorization
- Similarities & Differences

www.expandingexpression.com

Slide 2

www.aaclanguagelab.com

Lessons provide:
- detailed instructions for implementation
- list of target words for the lesson
- games
- flashcards
- differentiated instruction suggestions
- extension activities
- recommended books or YouTube videos
- link to Common Core by grade level
- Smart Charts provide "cheat sheets" for modeling target vocab
- 21 different themed categories of lessons to choose from

Lessons can be downloaded in PDF form.

Slide 3

September 29-30, 2017

INDIANA AAC SUMMIT

Website: www.indianaaacsummit.com
Facebook: "Indiana AAC Summit"
Email: inaacsummit@gmail.com

The Indiana AAC Summit is a grassroots initiative to increase Indiana's capacity for providing high-quality augmentative-alternative communication (AAC) services to individuals with complex communication needs. Our annual conference brings together educators, therapists, administrators, parents, and AAC device users from across the state for networking, sharing resources, working through AAC challenges, and celebrating successes.

- Early Bird $125 (April 1 thru May 31)
- General Admission $150 (June 1 thru September 14)
- Late Registration $175 (September 15 thru September 28)

Buy your ticket at https://www.eventbrite.com/e/indiana-aac-summit-2017-tickets-32991214611.

Slide 4

www.minspeak.com

Slide 5

QUESTIONS?

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