


Building Core Vocabulary
while
Targeting Content
Connectors

By Beth Browning, M.A., CCC-SLP
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Your presenters today...



Beth Browning, M.A., CCC-SLP is an ASHA certified speech-language pathologist and Regional Consultant for the Prentke Romich Co. (PRC).

Speaker Disclosure:

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



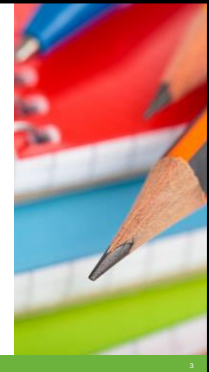
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Speaker Disclosure:

- 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



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

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.



“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 words)



First 50 Words:

again	drink	in	now	hell
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	what
do	help	more	sad	where
don't	here	my	some	who
down	I	not	stop	why
				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!
Please keep this card attached to my AAC system!

⚠ DON'T do this...

- ⚠ DON'T expect me to know how to communicate without first **SHOWING ME HOW.**
- ⚠ DON'T talk so much that you forget to let me talk.
- ⚠ DON'T prompt me every second. I need time.
- ⚠ DON'T teach me **ONLY** to request or communicate needs & needs. I have lots of other things to say.
- ⚠ DON'T take away my device if I'm not cooperating. That's my voice!
- ⚠ DON'T put words...
- ⚠ DON'T always use devices to get...
- ⚠ DON'T move my device...
- ⚠ DON'T leave my device...
- ⚠ DON'T expect me to...

✅ Do this...

MODEL, MODEL, MODEL for me.
Show me what to do before asking me to do it.

⏸ WAIT 10-20 seconds before re-prompting me.
Wait 10-20 seconds before re-prompting me.

👂 PRESUME MY COMPETENCE. I can do it!
Presume my competence. Assume I can do it!

👂 FOLLOW
Follow me when I am speaking. Assume I'm doing better!

👂 Praise, praise, praise!
1. Praise. Praise, praise! Encourage me. Praise.
2. Ask me an **OPEN-ENDED** question. Please.
3. Give me a **direct** prompt. Please.
4. Request my response! Please!

Get what I can add. Expect & more. Thoughts, wishes, to become literate. Encouraging words, UNUS!

no at ALL TIMES. Use the back of this card 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 NCSA 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/alternateassessments	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

Mathematics: Algebraic Thinking and Functioning

Content Connectors Document

Indiana Academic Standards	Content Connector	Priority
MA.3.A1.1	1	**
MA.4.A1.1	1	**
MA.5.A1.1	1	**
MA.6.A1.1	1	**

- 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

Third Grade English Language Arts 2016		
Indiana Academic Standards	Content Connector	Priority
Reading Literature 1.EE.3.1.1 Read and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 1.EE.3.1.2 Read fiction, drama, and non-fiction from diverse cultures, identify the genres in these works.	1.EE.3.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 1.EE.3.1.2 Read fiction, drama, and non-fiction from diverse cultures, identify the genres in these works.	**
Reading Informational 1.EE.3.2.1 Read and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 1.EE.3.2.2 Determine the main ideas of a text; summarize the key details and explain how they support the main idea.	1.EE.3.2.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 1.EE.3.2.2 Determine the main ideas of a text; summarize the key details and explain how they support the main idea.	**
Reading Vocabulary 1.EE.3.3.1 Apply knowledge of root words to learn unfamiliar and new words (e.g., maps, dictionaries, charts, flashcards, and glosses). 1.EE.3.3.2 Identify how a suffixes text can be constructed to indicate a particular meaning. 1.EE.3.3.3 Identify how a suffixes text can be constructed to present an ideological point.	1.EE.3.3.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 1.EE.3.3.2 Determine the main ideas of a text; summarize the key details and explain how they support the main idea. 1.EE.3.3.3 Use context clues and root words to determine the meanings of unfamiliar words.	**

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 Wikowski 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.

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

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?**

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

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

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

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.**

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

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.

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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...

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

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 placed on teaching the student the concepts inherent in the vocabulary and how to use core words to describe those concepts.

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

The Language Stealers



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

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

CHUCKLE ONE: STRIKES LARROTTES ODDDLE
CAN YOU EXPLAIN A HARD IDEA USING ONLY THE **UP-GOER FIVE** 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

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

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.

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

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

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

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

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

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)

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

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

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

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?

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

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

Let's practice!

The image shows several overlapping worksheets titled 'Semantic Assessment Vocabulary'. The worksheets contain columns for 'Word', 'Definition', and 'Example'. Some words are highlighted in red, and there are star ratings (e.g., ★★ ★★) next to some entries. A red text overlay 'Let's practice!' is positioned in the upper right corner of the collage.

The image displays two book covers. The top cover is 'The Thing Explainer' by Randall Munroe, featuring a blue background with white text and a small illustration. The bottom cover is 'The Edge of the Sky: All You Need to Know About the All-There-Is' by Roberto Trotta, featuring a dark blue background with white text and a stylized illustration of a person looking up at a starry sky.

"The Thing Explainer"
by Randall Munroe

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

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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.

INDIANA AAC SUMMIT

September 29-30, 2017

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-32921214611>.

www.minspeak.com

Pittsburgh AAC Language Seminar Series.
 The Pittsburgh AAC Language Seminar Series provides the help you need to support language development with children and adults using Minspeak systems.

Dates	Title	Guest Presenter
May 16-18, 2017 (PAU)	Developing Language with People Using Minspeak Systems	Gay Van Tienen, Ph.D., M.S., CCC-SLP
June 20-22, 2017 (PAU)	Minspeak and Minspeak Developmental Through Discussion Reading	Tony Kovach, Ph.D., CCC-SLP
July 11-13, 2017	Communication Competence for All Students (CASA 2016)	Janel Lark, M.S., CCC-SLP
August 15-17, 2017	How You Use Minspeak Learning the Language of Minspeak	Carolee Hovland, M.S., CCC-SLP and Deborah Wilbur, M.A., CCC-SLP
September 12-14, 2017	Core Language Learning: Minspeak and Beyond	Caroline Mowbray, Ph.D., CCC-SLP
September 20-22, 2017 (PAU)	Developing Language with People Using Minspeak Systems	Gay Van Tienen, Ph.D., M.S., CCC-SLP
October 31 - November 2, 2017	Using Assessment that Guides Instruction and Develops Communicative Competence	Tony Kovach, Ph.D., CCC-SLP

QUESTIONS?

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