Introducing Core Vocabulary on an AAC System

Establishing consistent use of core vocabulary can set AAC users up to me more effective and efficient communicators. Below are 12 modules designed to provide a plan for introducing sections of core vocabulary based on language function. Reinforce vocabulary within meaningful and motivating activities.

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| **Module** | **Target Vocabulary** | **Module** | **Target Vocabulary** |
| **Module 1**  **Initial Mediating/Regulating of Activities**  **Purpose: to direct the behavior of others and the course of any activity with words instead of behavior.** | Again  All done/finished  All gone/gone  Different  Do  Help  Look  More  Stop  What | **Module 2**  **Expressing self, others, and possession**  **Purpose: to define a sense of self in relationship to others.** | Father  He-him-his (3 words/1 picture)  I - \_\_\_\_\_\_\_\_\_\_\_  Me, myself (2 words/1 picture)  Mother  My-mine (2 words/1 picture)  She-her-hers (3 words/1 picture)  They-people (2 words/1 picture)  We-friend (2 words/1 picture)  You-your (2 words/1 picture) |
| **Module 3**  **Expressing Negatives**  **Purpose: to direct the behaviors of others using negated concepts.** | Break/broken  Don’t  Not  Problem  Trouble  Wrong | **Module 4**  **Regulating Time Aspects of an Activity**  **Purpose: to communicate time ideas in order to direct activities and the pace of activities.** | Fast  Later  Now  Slow  Wait  Ready |
| **Module 5**  **Requesting Time Aspects of an Activity**  **Purpose: to expand the ability to request and direct action with more specific action words.** | Come  Get  Give  Go  Have  Make  Put  Say-tell  See  Take  Turn  Want  Watch | **Module 6**  **Describing and Commenting on an Activity**  **Purpose: to express understanding of descriptive ideas of an activity and express an opinion’** | Big-little  Clean-dirty  Easy-hard  Empty-full  Good-bad  Hard-soft  Hot-cold  Loud-quiet  Old-new  Wet-dry |
| **Module 7**  **Requesting Objects and Stating Their Existence**  **Purpose: to learn how to talk about objects generally without using or needing a specific object word.** | All  It  One  Place  Some  Stuff  That  Thing  This  Way | **Module 8**  **Stating and Directing Locations**  **Purpose: to state location and direct the placement of objects and actions.** | On-off  In-out  Up-down  Over-under  Away  Here  There |
| **Module 9**  **Requesting Information**  **Purpose: to ask questions to gain information.** | Question  Who  When  Where  Why  How | **Module 10**  **Stating Personal Attributes and Feelings**  **Purpose: to use descriptive concepts to state personal attributes such as appearance and feelings.** | Afraid  Am-is-are-be (1 word)  Busy  Confused  Dumb  Feel  Happy  Hungry  Hurt  Mad  Mean  Nice  Pretty  Sad  Sick  Silly  Smart  Thirsty  Tired |
| **Module 11**  **Stating and Directing**  **Specifics Actions**  **Purpose: to use a range of words for specific actions** | Color  Count  Dress  Drink  Eat  Hear-listen  Play  Read  Ride  Share  Sing  Sit  Sleep  Stand  Walk  Was  Win-lose  Work  Write | **Module 12**  **Stating Additional Time Concepts**  **Purpose: to use specific time words.** | Morning  Afternoon  Night  Before  After  Yesterday  Today  Tomorrow |

Other considerations:

* Use a variety of meaningful and motivating activities to introduce and reinforce vocabulary use – “repetition with variety”.
* Develop a data sheet to collect information on target vocabulary being worked on.
* Look for ways to connect these vocabulary modules with the student’s curriculum.
* Communication partners use aided language to model use of the vocabulary.
* Pixon Project Kits are available for loan from the OCPS Assistive Technology Team.