

# Strengthening Vocabulary Intervention for AAC Learners

Gloria Soto, Ph.D.  
San Francisco State University  
Carole Zangari, Ph. D., CCC-SLP  
Nova Southeastern University

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Limiting **access** to language,  
limits the potential for  
**developing** language.

2

The diagram illustrates the evolution of AAC systems. On the left, a large, dense grid of many small icons represents a complex system. An orange arrow points from this grid to a simplified interface on the right. This simplified interface consists of a top row of icons labeled 'I', 'GO', 'EAT', 'DRINK', and 'MORE', and a bottom row labeled 'YOU', 'WANT', 'PLAY', 'STOP', and 'DOWN'. Below this, a black screen shows a few scattered icons, representing a more streamlined and functional system.

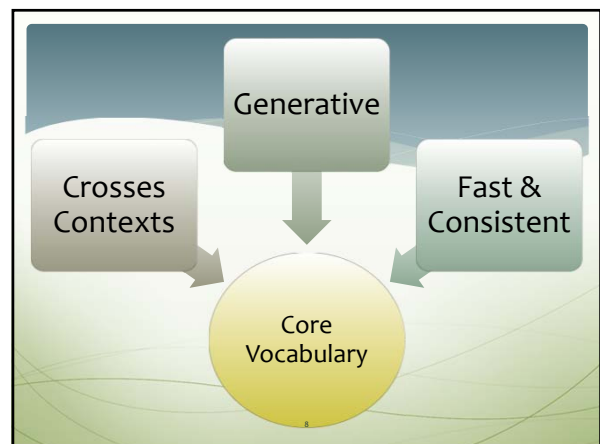
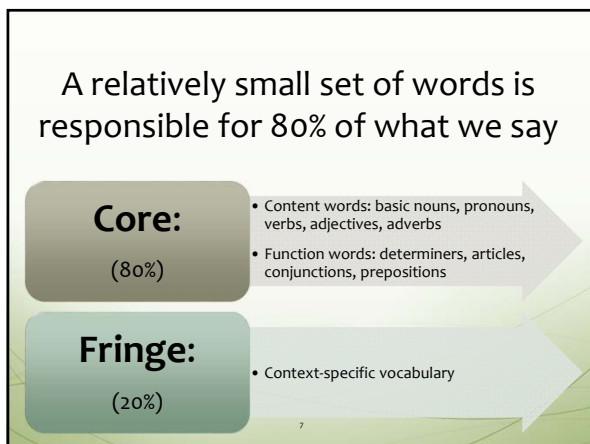
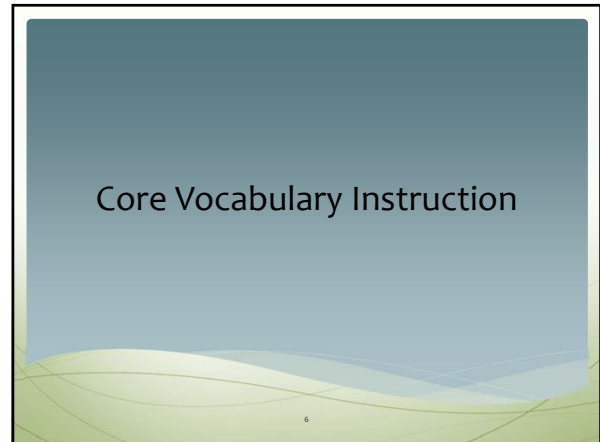
It is fine to start off simply, but we want to  
have a plan for growth.

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Sometimes, the **most  
powerful thing** we can do for  
AAC learners is to change  
people's perceptions of them.

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4/15/2016



## Sample Core Words

\* Includes function words

<b>Pronouns</b> I, you, it	<b>Verbs</b> have, give, feel	<b>Descriptors</b> busy, good, tired
<b>Function Words</b> and, not, on	<b>Nouns</b> boy, friend, hand	<b>Other</b> away, here, what

## Top Words Used by Toddlers

Banajee, M., DiCarlo, C., & Buras-Stricklin, S. (2003). Core vocabulary determination for toddlers, *Augmentative and Alternative Communication*, 2, 67 – 73.

1. a	12. my
2. all done/finished	13. no
3. go	14. off
4. help	15. on
5. here	16. out
6. I	17. some
7. in	18. that
8. is	19. the
9. it	20. want
10. mine	21. what
11. more	22. yes/yeah
	23. you

More Word Lists:  
<http://bit.ly/1fgz4lW>


## Content + Function Words

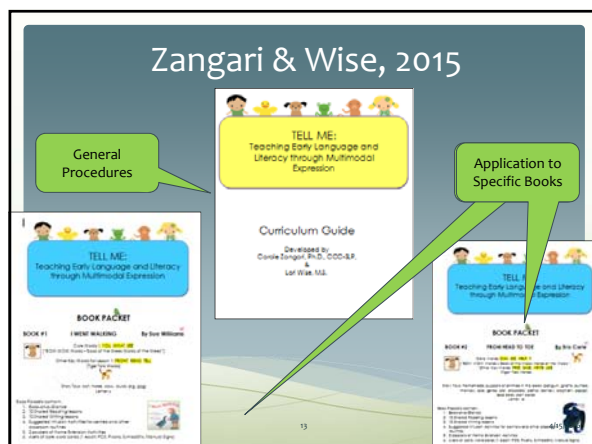
- \* Use discursive teaching style in interactive activities (not tasks/drill)
  - \* Shared book reading, creating narratives, casual conversation, etc.
- \* Move BEYOND behavior regulation
- \* Don't teach words in isolation
  - \* Unless the goal of the lesson is developing operational competence (e.g., where is the word? How can I access it?)

## TELELME

Through

- 4-6 core words + 1 letter per book
- Repeated reading (2 weeks per book)
- Vocabulary teaching all day long





### A curricular framework offers:

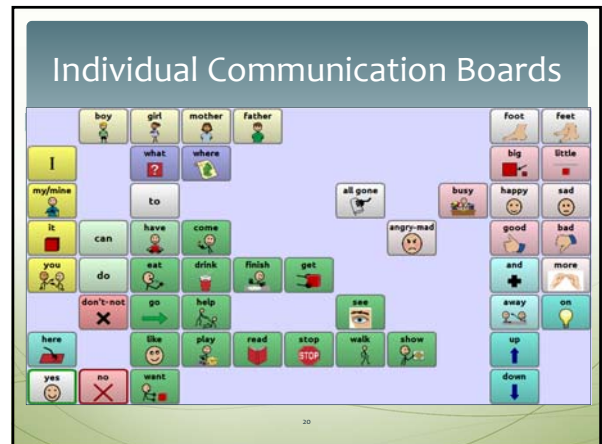
- \* A structured means of embedding language teaching in:
  - \* Shared reading & writing
  - \* Typical preschool classroom routines
  - \* Classroom centers
- \* A systematic approach to teaching basic *core vocabulary* to children with little or no functional speech
- \* Predictability: 10-day sequence

### Core Word Selection

- \* Available research & scholarship (e.g., Banajee; Van Tatenhove)
- \* Developmental patterns
- \* Supports a solid linguistic base
  - \* Different types of words (e.g., pronouns, verbs, modifiers; locatives; WH questions)
  - \* Good base for later lexical diversity (e.g., good)
- \* Opportunities for frequent use in preschool classroom
- \* Important for other teaching strategies (e.g., first-first/then, story sequencing, list-making)
- \* Teacher input

### AAC Selection

- \* Often done by community service providers (not the preK staff)
- \* Dynamic assessment process
  - \* Featuring matching
  - \* Trials
- \* Highly individualized
  - \* Skills
  - \* Needs
  - \* Community support



## Sneak Peek: WordPower 60 Basic



Bottom Line:

# Get Started!

Use something  
linguistically robust

## Book Selection



- \* Predictable and repetitive sentences
- \* Pictures support the text
- \* Not too much print per page
- \* Interesting and appealing to these children
- \* Readily accessible books; Teacher preference
- \* "Follow-up friendly"
- \* Filled with opportunities to engage children in core word practice

Each book has a set of core words & a designated letter.



'o'

Bad,  
come,  
messy,  
no,  
now,  
play

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## Shared Reading

- \* Teacher/therapist explicitly models the strategies & skills proficient readers use.
- \* Teacher/therapist and children read together repeatedly to explore, discuss, and enjoy the text.
- \* Text is fully visible to both teacher/ therapist and children.

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## Before Reading: Input & Output

- \* Preview with Focused Language Stimulation
  - \* "Get ready to listen and say our special words."
- \* Singing the Story Time Song
  - \* "Let's sing! I LIKE this song!"
- \* Warm Up with Choral Responding
  - \* "Everyone say CAN."

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## "Teaching semantics without a meaningful context?"

"Why would we do that?!"

- \* To prepare for the rest of the lesson; "warm up"
- \* To help the learner develop operational competence
  - \* E.g., navigating through screens; locate and say the word using row/column scanning
- \* To provide additional practice experiences

Choral  
Responding

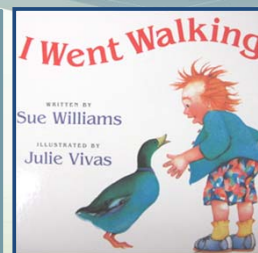
Call &  
Response

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## Story Song: Sing with Core

[I, see, what]

I went walking and what did I see?  
E-I-E-I-O  
I saw a \_\_\_\_\_ looking at  
me.  
E-I-E-I-O  
With a \_\_\_\_\_ here.  
And a \_\_\_\_\_ there.  
I went walking and what did I see?  
E-I-E-I-O



## During Reading: Input & Output

- \* Listen and Look
  - \* "Let's find our special words in the book... Oh! Here's one of our words! Let's say IT together... CAN."
- \* Focused Language Stimulation (Adult)
  - \* "I need HELP! WHO CAN turn the page?"
  - \* "WHO CAN show me the FRONT of the book?"
  - \* "Let's read to find WHO was in the book."
- \* Frequent Productions (Child)
  - \* "I CAN," "I DO IT," "HELP me."

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## Predictable Structure

- \* Pre-reading activities
  - \* Music/Song
  - \* Review all core words
  - \* Establish a purpose
  - \* Introduce concepts of print
- \* Reading
- \* Post-reading activities

	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Setting the Stage	Introduce core words	Review core words Establish purpose Introduce "front of the book"	Review core words Establish purpose Introduce "front of the book"	Review core words Establish purpose Introduce "front of the book"	Review core words Locate highlighted words Establish purpose Introduce "front of the book"
Getting Ready to Read		Picture walk	Picture walk	Picture walk	Read the book
Follow Up Activity	Core word practice	Core word practice Music	Music Art	Highlight core words Music	Create WHO Poster Music

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## After Reading: Input & Output

- \* Focused Language Stimulation  
Example: Creating a 'Who' poster
  - \* "WHO wants to go first?"
    - \* "I DO!"
  - \* "CAN YOU pick one?"
    - \* "I CAN"
  - \* "WHO did YOU SEE?"
    - \* "I SEE \_."



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SAMPLE Shared Reading Lesson: Book 2		
LESSON 5 At A Glance		
	ACTIVITY	MATERIALS YOU NEED
Setting the Stage   8 minutes	Music: If You're Happy and You Know It Review core words Locate highlighted words Review <b>FIRST</b> page of the book Establish purpose	If You're Happy and You Know It Song Poster Word Cards Word Card Board Personal and shared SGDs From Head to Toe Book Piggy Pointer Tiger Talk Board
Reading  5 minutes	Read the book	From Head to Toe book Word Cards Word Card Board Personal and shared SGDs
Follow Up Activity  3 minutes	Create WHO poster	WHO poster template WHO pictures to choose from Story toys Personal and shared SGDs




Who is in our book?

WHO Poster

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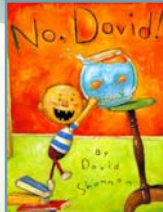
## Story Map

- \* To practice visualizing the story and/or its details
- \* Using a visual structure to think about new information
- \* To focus on relevant details
- \* To sort new information into familiar categories
- \* To build skills related to:
  - \* Identifying the main idea
  - \* Describing
  - \* Retelling
  - \* Summarizing



## Retell with Core Vocabulary

- \* Mom said no. He was sad.
- \* Mom said No. He was mad.
- \* Mom said No! He was more mad.
- \* Mom said NO! He was really big mad.



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### Shared Reading Lessons

This section contains information about the 10 Shared Reading Lessons in the TEL ME Curriculum. More detailed instructions on how to apply this information to each specific book is provided in each of the 10 Book Pages.

**Note:** We use primarily lower case letters in creating word cards and other materials. Children see mostly lower case when reading as these are prioritized. Conventional rules of capitalization, such as capitalizing first words of sentences and all proper nouns, continue to be observed. However, we do try to use lower case letters whenever appropriate.


**Total Lesson Time:**  
To guide lesson planning, the approximate time it should take to complete each part of a lesson is suggested in the Lesson at a Glance tables. Implementers should use their discretion and modify the time frame based on the number of students, their ability levels and behavioral needs, teaching style, and personal preference. The times listed in each segment of the lesson tables can and should be varied to maximize effectiveness.

**LESSON 1**

LESSON 1 at a Glance		
	ACTIVITY	MATERIALS YOU NEED
Setting the Stage 4 minutes	Introduce new core words Review prior words	Word Cards Word Card Board Personal SQDs Shared SQDs Tiger Talk Board
Getting Ready to Read 1 minute	Introduce book	Book Tiger Talk Board
Follow Up Activity 8 minutes	Core word practice (words from current + previous book)	Story Iays Personal SQDs Shared SQDs

Please see the notes going to total lesson time on page 11


## Shared reading is used to teach language.



### Tarheel Reader

Empty or full

Jane Fernald



More book suggestions for older students: <http://bit.ly/1L1eRnM>

### Core Words During Shared Reading

- \* # 1 Introduce book
- \* # 2-4 Picture Walk
- \* # 5-10 Reading
  - \* Generate character list
  - \* Review character list
  - \* Generate story map
  - \* Review character list & story map
  - \* Retelling

## Using Shared Writing for Core Vocabulary Instruction


### Predictable Charts

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## Shared Writing

- \* Structured Language Experience Approach (Cunningham, 1979)
- \* Predictable charts to engage children in the writing experience.
- \* Teacher/therapist and children compose text together.
- \* Teacher/therapist writes as children dictate.

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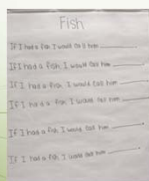


## Shared Writing

- \* Based on the Structured Language Experience Approach by Patricia Cunningham.
- \* Uses predictable charts to engage children in the writing experience.
  - "I see \_\_\_\_\_."
  - "At the park, I like to \_\_\_\_\_."
- \* Teacher and children compose text together. Teacher supports and writes as children dictate.

## Predictable Chart Writing (PCW)

- \* Teacher/therapist chooses
  - \* A topic
  - \* A structure or predictable pattern for the children to follow



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## For Children Who Are First Learning AAC

Dictate responses using:

- \* Choice boards made specifically for the activity
- \* Personal SGDs
- \* Shared classroom communication devices
- \* Communication boards, books, eye gaze boards

### Where We Play

I like to play in the pool. (Carole)  
I like to play at camp. (Jane)  
I like to play on my bed. (Abbie)  
I like to play at home. (Robin)  
I like to play \_\_\_\_\_. (YourName)

## Example

- \* **Tchr:** "Let's WRITE about how we CAN move. Ms. Amy, your turn."
- \* **Tchr reads 1<sup>st</sup> part:** "I like to \_\_\_\_\_," pausing so that the child can finish the sentence with AAC.
- \* **Child dictates response:** "Run,"
- \* **Tchr transcribes** the response. "I like to run." (Amy)
- \* **Tchr** "Let's READ WHAT we wrote."  
 \* SLP reads the chart line by line pointing to each word as she reads it. She will pause at certain points when the children can read along using their SGDs.
- \* Chart followed by related activities (e.g., Letter song & Letter Hunt) where core words are also modeled and elicited.

## Shared Writing Lessons

This section contains information about the 10 Shared Writing Lessons in the TELL ME Curriculum. Note detailed instructions on how to apply this to each specific book is provided in each of the 10 Book Pockets.

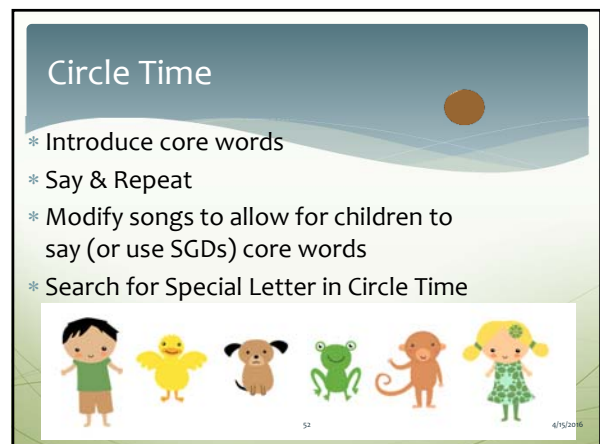
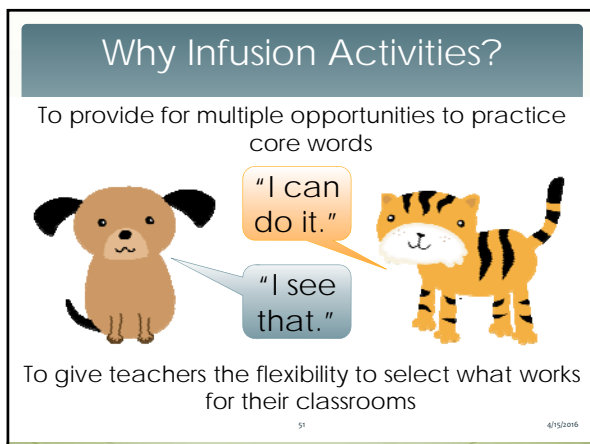
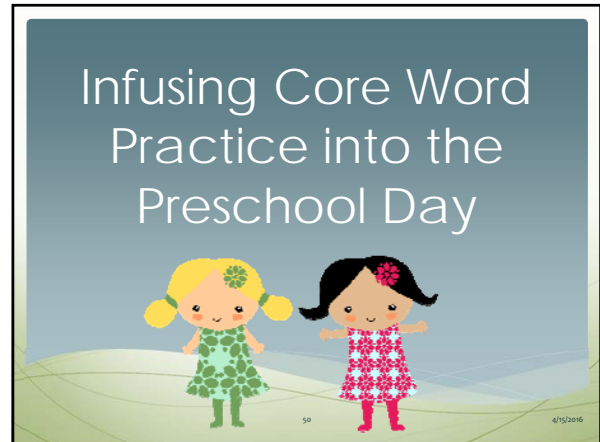
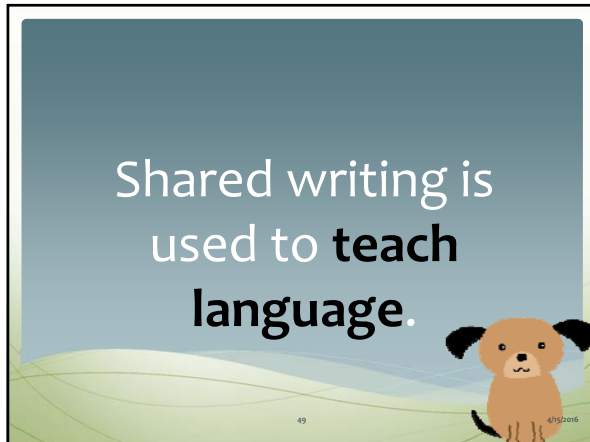
Lesson 1	Activity	Materials You Need
Setting the Stage	Show book to get topic Locate new core words on SGDs & review all core words (say & repeat) Introduce story	Book Pocket chart (or board for word cards) Word symbol cards Individual SGDs Chisel paper marker
Setting the Stage	Introduce title of story	
Follow up	Letter sound song to the target letter for this book Letter Activity (Letter Tracing)	Long board Long thin SGDs with target letter Stamps, ink, paper

Notes on the page regarding the lesson plan for this book.

**BEFORE WRITING**  
Show the book to get the topic.  
The teacher will hold up the book to show to the students. She will say, "Here's our book. It has lots of words on it."  
Locate core words on SGDs & review all core words (say & repeat).  
The teacher will review the story core words one by one, showing the cards that have the word and AAC symbol for each. The facilitator will help each child find those words on their SGDs. They will also support children saying "get" for words to pointing out those words on the child's SGD as the teacher says them. The teacher will present each word to the child, and have the student repeat it using their natural speech or personal SGDs. Let's do it together. Let's say our words. Beautiful! "Students"

## Core Words During Shared Writing

- \* #1: Introduce activity & title
- \* #2-3: Sentence completion & chart reading
- \* #4-5: Matching names & chart reading; Photograph chart
- \* #5: Chart reading; Core word hunt; Letter search
- \* #6: Full re-reading of chart
- \* #7: PPT chart reading
- \* #8-9: Sentence segmentation; Core word hunt; Letter search
- \* #10: Chart reading w/ mini-books; Core word hunt; Sentence matching



## Sing with Core Vocabulary

### Name Song (to the tune of BINGO)

I like to say good morning to  
A friend I like a lot, oh!  
L-O-R-I, L-O-R-I, L-O-R-I,  
And Lori is her name, oh!

Where's the core?

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## Book Extensions

- \* Select books based on their suitability for core word practice
- \* Highlight the words as you read
- \* Pause to elicit
- \* Follow-up activities

Image Credit: Karen Natoci

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## Outside Time

- \* Monkey See/Monkey Do
  - \* Animal Action with Puppets
  - \* Blow Bubbles
- \* Froggie Find (scavenger hunt)

Looking for	Found it
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

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## Quick Quack Questions

- \* During Snack Time
  - \* Beyond requesting
- \* Questions that give practice with book-related concepts and/or additional practice on core words
- \* Beyond choice-making
  - \* Build conversation skills by noticing and talking about other people/things


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## Centers: Buried Treasure

Bury animal story toys in rice/sand/shaving cream table.  
Prompt children to find the toys and practice saying core words.

“I found \_\_\_\_\_.”  
 “YOU found \_\_\_\_\_.”  
 “I SEE a \_\_\_\_\_.”  
 “WHAT DO YOU HAVE?”



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## Centers: Vocabulary Sort

**Vocabulary Sort**

The vocabulary sort activity uses a table top chart board. There are two ways to do this. Each uses a pair of words.

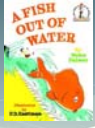
- Sort target words (e.g., read and the target word with a NO/NOT symbol).  
Read story with sign on top.
- Sort target word and another word (e.g., read and read).  
Once you decide which type of sort you are doing, print out all the appropriate story words and target words and symbols (and all the NO/NOT symbols).

Set up the table top chart so that it looks like the drawing below. Assemble pictures that represent the concept in each column. Look at the pictures one at a time and read the cards place them in the appropriate column.

Target Word & PCS	Target Word & NO/NOT

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## Word Sort



OTTO	MR. KARP	THE BOY
animal	man	boy
wet	dry	dry
little and big	big	little

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## Here Are My Hands: Flower Craft

“This is MESSY!”

“COME HERE, please.”

Symbols for **activity-specific** words that get added to the AAC system, used in conjunction with core word boards, SGDs, etc.

“WHAT did YOU DO?!”

“We DO NOT eat glue!”



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g. **Cooking** (Approximate Time: 10 minutes)  
Use the provided visual instructions to guide students as they complete the cooking activity. Remember to check for allergies and special diets. Make substitutions where appropriate.

**Cinnamon Toast**  
Ingredients & Supplies:  
1 loaf of bread  
1 small container of butter or margarine  
1 small bottle of sugar-cinnamon  
Toaster  
knives

**Directions:**  
1. Remind students that cinnamon toast is a delicious idea for breakfast.  
2. Toast a piece of bread for each student.  
3. Spread butter or margarine onto the toasted bread. Students should do this if they are able.  
4. Sprinkle sugar-cinnamon onto the buttered toast.

Highlight BOW WOW and Tiger Talk words as appropriate.  
"I cannot wait to **EAT** the toast!"  
"**FIRST** we will..."  
"**LAFTER YOU CAN EAT** the toast!"  
"**Are YOU HAPPY** to **EAT** a toast?"  
"**GIVE** me the cinnamon please."  
"**Are YOU READY** to sprinkle **ON** some cinnamon?"  
"**CAN YOU GIVE** this to your **FRIEND**?"  
"**HELP** me."  
"**I will EAT** this until it is **ALL GONE**!"  
"**KNOW** this will taste delicious!"  
"**Put** the toast **DOWN ON** the plate."  
"**Where** is the butter?"  
"**CAN YOU GET** me a plate?"

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## The Lunch Box Surprise: Noodle Name & Fruit Salad




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## Let's play monsters!

Who wants to be 'it'?

I do!

What should we tell him?




Go away!



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## Centers: Collage Building

- Pictures (related to book & core words)
- Can also be sent home for further discussion about core words
- Adapted scissors for cutting

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## Go Digital



**Under 10 Minutes**  
**5 min:** Walk around the classroom w/ student to find yellow things & snap photo w/ phone  
**2 min:** Make photo collage on phone  
**1 min:** Email it to teacher to print, show on SmartBoard, send home, etc.

PicCollage

Jay and Ms. Carole found yellow things in our classroom.



What can we find?

You can get it.

Can you see it?

I can help.

Me. Me can.

Do it. I can.

I can. I can do it.

**Yellow**

Jay and Ms. Carole found yellow things in our classroom.

PicCollage

## A Curricular Approach

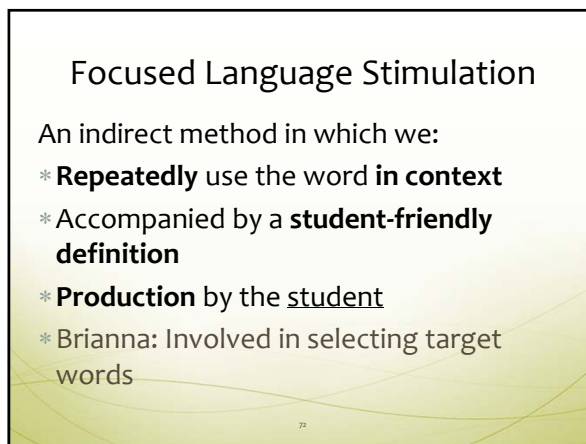
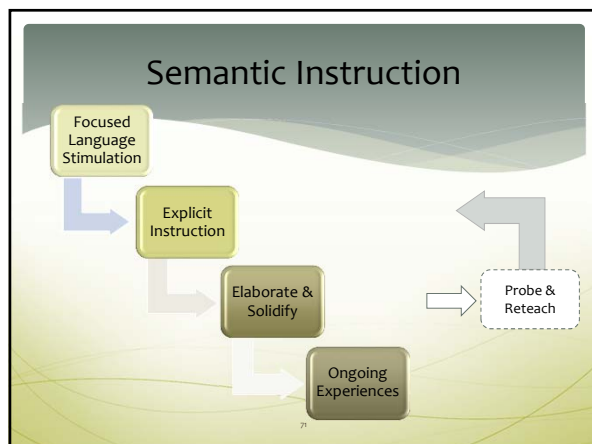
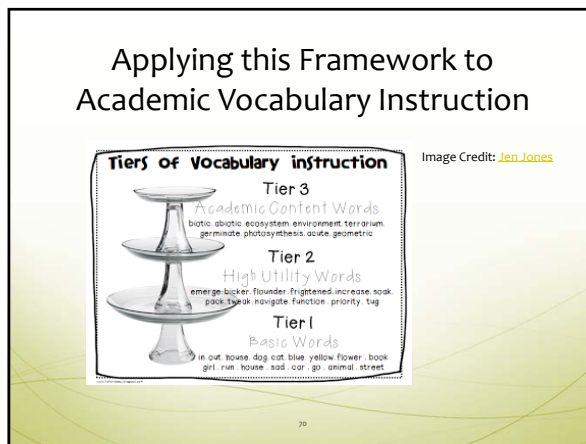
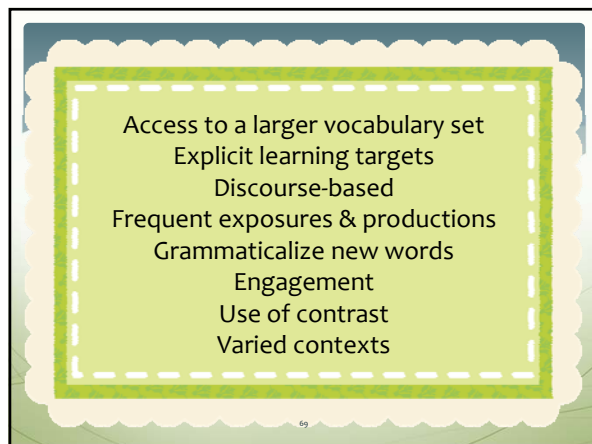
Framework can be replicated by teams to meet their own needs for core vocabulary instruction with:

- \* Their own books, set of words, types of AAC, types of learners, age group, etc.
- \* Ideas for group and individual instruction that is systematic and intense
- \* Their preferences for activities
- \* Flexibility to work within another more comprehensive curriculum
- \* Strategies that go beyond the curricular approach

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## Beyond Core Words: Teaching Academic Vocabulary

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## She is learning to see vocabulary development as a means to a (desired) end.

- \* "Using our high school words"
- \* "What 'high school' word could you use?"
- .....
- \* Jenna: The girl everyone wants as a BFF (*who happens to be well-spoken, college-bound*)
- \* WWJS: "What would Jenna say?"

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"That's great for SOME students, but not MY clients."

- \* Very **hard to know definitively** what some kids are understanding
- \* What should we do???
- \* Look for the **preponderance of evidence**.
  - \* What evidence points **toward** Understanding?
  - \* What evidence points **away from** Understanding?

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Sprinkle the lesson with the target word in context



Along with student-friendly definitions

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## Provide a visual for the word.

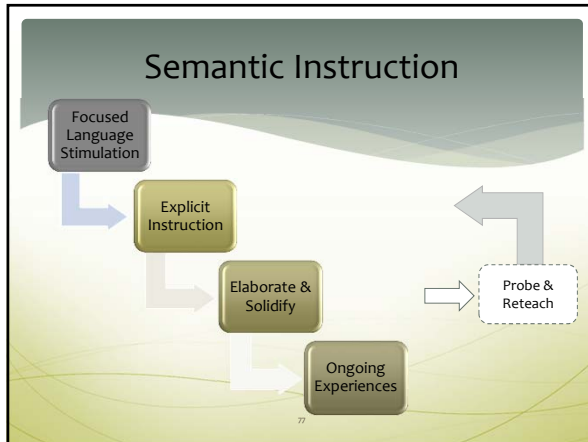
- \* There are some great programs with visual images for vocabulary words (e.g., Visualizing & Verbalizing).
- \* Keep in mind:
  - \* The learners who struggle the most are also the ones for whom worksheets and workbooks may be least effective.
  - \* May need to use the materials from an established program but implement in a different way.
  - \* Discourse-based vs independent learning



Image Credit: InsideStory Flashcards

Image Credit: Deana Kahlenberg

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The need for explicit vocabulary instruction is well-documented for students with and without disabilities.

- \* Graphic organizers, such as semantic webs
- \* Sorting tasks
- \* Language experiences
- \* Classroom-based approaches

\* e.g., Baumann, Kame'enui, & Ash, 2003; Beck, McKeown, & Kucan, 2002; Biemiller, 2004; Marzano, 2004a,b

**INDIRECT** methods are valuable but **insufficient** unless supplemented with more direct teaching methods.

### Types of Activities

- \* Definition work
- \* Contrastive examples
- \* Graphic organizers
- \* Building word consciousness
- \* Self assessment



Definition = Starting point for discussion around the **meaning**

**intend**  
to plan to

Because the family **intends** to go on a picnic, they packed the cooler.

**Synonyms:**  
mean  
expect  
aim  
be determined to

I **intended** to bake cookies but I forgot. Did you ever plan to do something and forget? Tell me about it. What did you **intend** to do?

I like your poem. Who did you **intend** to be the audience for it?

It didn't work out very well, but I think she had good **intentions**. She planned for everyone to come.

Image Credit: Ann Fausnight  
www.DevotedtoVocabularyDevelopment.com

**“launch”**

Merriam Webster Student Dictionary

1. To throw or spring forward
2. To send off an object especially with force
3. To set a ship afloat
4. To put in operation

What's the problem?

Introduce tools that teach the student **how to learn** new words.

- \* Online student dictionaries
- \* Website that give additional information
- \* E.g., Word Hippo, Shahi

**Word Hippo**

What's another word for  **Find!!!** ABCDEFGHIJKLMNOPQRSTUVWXYZ

What's the opposite of  **Find!!!** ABCDEFGHIJKLMNOPQRSTUVWXYZ

Sentences with the word  **Find!!!**

More Tools: Word Meanings Rhyming Words Example Sentences Translate Find Words Word Forms Pronounce Words Names

**word hippo**

**What is the meaning of the word absorb?**

**See Also**

- What is another word for absorb?
- What is the opposite of absorb?
- Sentences with the word absorb
- Words that rhyme with absorb
- How do you pronounce the word absorb?
- What is the adjective for absorb?
- What is the noun for absorb?



Use **discourse**  
as the foundation  
for semantic  
instruction.

Conversation offers...  
--- Contextual richness  
--- Connection

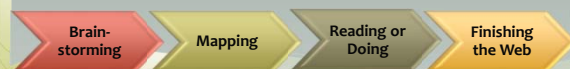


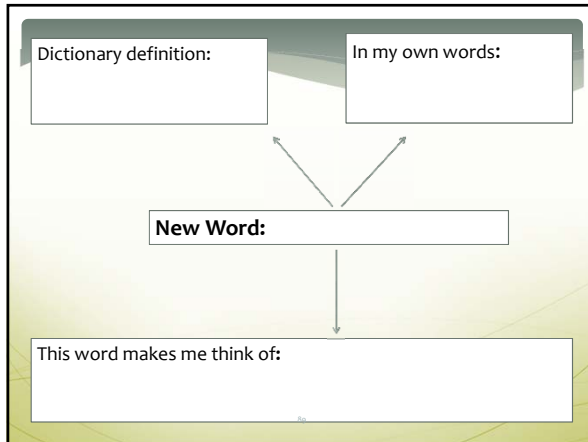
## Use Contrastive Examples

Well-chosen examples are essential.

- \* Multiple examples of the key construct
- \* Clear (no gray areas or ambiguity)
- \* Positive AND negative examples

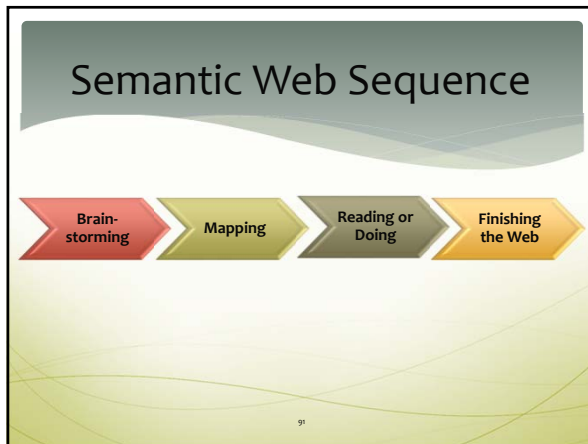
## Graphic Organizers Semantic Webs





### Discourse-based Intervention

Is	Is Not
* Conversational & interactive	* Task-oriented
* Rich in context	* A Q&A session
* Engaging	* Tedious
	* A monologue



### Metalinguistics: Word Consciousness

- \* Help the student become aware of target words
- \* Have them listen for them
- \* Build an environment where noticing target words is **expected & valued**

“... knowing a word is not an all-or-nothing proposition; it is not the case that one either knows or does not know a word. Rather, knowledge of a word should be viewed in terms of the extent or degree of knowledge that people can possess.”

Beck &amp; McKeown, 1991

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“What do I already know about this word?”

- \* Get them thinking
- \* Rating Scales

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“Can you teach it?”



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<http://bit.ly/1g1LfEo>

Vocabulary Scale	
1	I've never heard it before.
2	I've heard it but I don't know what it means.
3	I might know a little about it.
4	I know something about it.
5	I know a lot about it.

Vocabulary Scale	
1	I've never heard it before.
2	I've heard it but I don't know what it means.
3	I might know a little about it.
4	I know something about it.
5	I know a lot about it.

Vocabulary Rating Scales Download

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1 Starting out I don't really understand this word.

2 Making Progress I'm learning, but still need some help with this word.

3 Almost There I am getting really good with this word, but need more practice.

4 I got it! I thoroughly understand this word & can teach it to my friends.

subtle

decadence

develop

renew

nonchalance

### Word Notebooks

My Words

Word	Definition	My Rating
annoyed	mildly upset	3
elaborate	expand	2
expose	show or uncover	2
distracted	extremely upset	1
transition	period of change, growth, or movement	3
narrative	story	1

### Other Types of Activities

- \* Collages
- \* Word clouds
- \* Word sorts
- \* Guessing games
- \* Judgment tasks
- \* Labeling and matching activities
- \* Sentence substitution & completion activities

### Refine & Clarify the Meaning

- \* Build a vocabulary collage
- \* Discussion: What makes this a good picture to include?

absorb

appreciate

SISTER

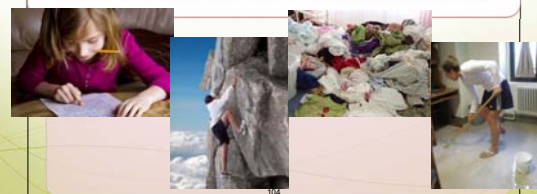
## Vocabulary Collages

- \* Interactive activity
- \* Select images that depict or relate to the target word
  - \* Find them on the web or take photos with the mobile device
- \* Show it off! Explain the collage to teachers, therapists, family, & peers.
- \* Provide opportunities for both parties to say the word with AAC several times

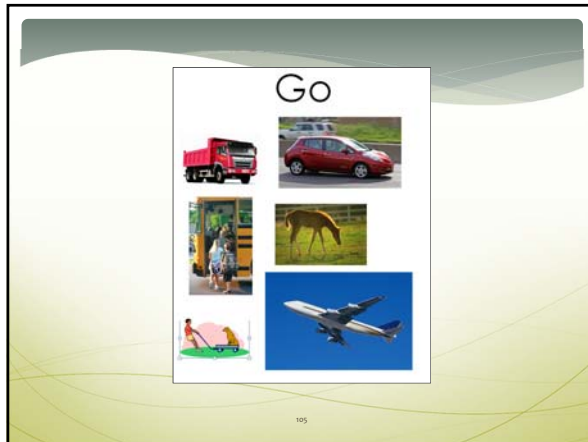


“Can’t I do that with core words, too?”

Things that take a lot of  
**work.**








### Continued Use of Examples

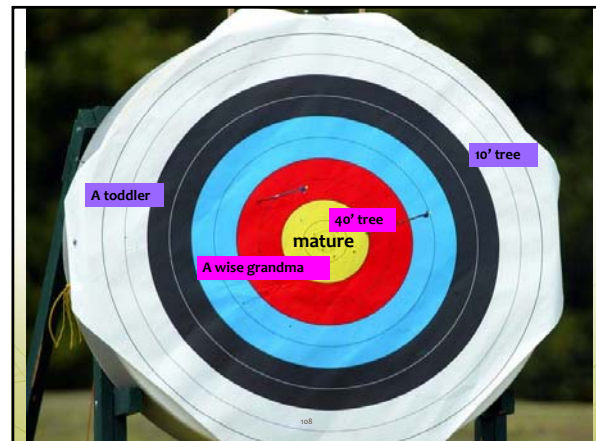
- \* Initially, the examples must be clear & clean
- \* Prototypical exemplars: The average representation of a concept
- \* Later, we can contrast with examples that are more nuanced



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Contrast	
Clean & Clear	Ambiguous
• a wise grandma	• a history teacher
• an experienced babysitter with good judgment	• an energetic singer with a lot of talent
• a 40-foot oak tree	• a 10-foot oak tree
• a teenager who accepts responsibility for mistakes	• a teenager who blames others for mistakes

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## “Effort”

### Labeling Activity

*A lot of  
effort*

*Little or  
no  
effort*



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## Production Opportunities

- \* Brainstorm: Beyond big
  - \* Large, huge, giant, gigantic, enormous, ginormous
- \* Make sentences or questions using target words
- \* Grammaticalize a target word
  - \* Larger, largest
- \* Noun phrases
  - \* A huge head; His giant teeth; A really large appetite

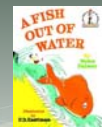


## Word Sorts

- \* An activity that focuses students' attention on critical features of words, (usually spelling patterns or meaning)
- \* Learner sorts words into categories/groups based on particular features
- \* Low motor demands
- \* Requires learner to think about the word in relationship to other words or concepts

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## Word Sort



OTTO	MR. KARP	THE BOY
animal	man	boy
wet	dry	dry
little and big	big	little

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Word Pair Sort				
WORD PAIR	SAME	OPPOSITES	GO TOGETHER	NO RELATIONSHIP
base-top		X		
base-foundation	X			
base-aside				X
base-down			X	

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Word Pair Sort				
WORD PAIR	ALMOST SAME	OPPOSITES	GO TOGETHER	NO RELATIONSHIP
go-stay		X		
go-went	X			
go-cup				X
go-car			X	

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Semantic Feature Analysis				
	Nutritious	Meal	Snack	Fresh
Banana	X		X	X
Ice cream sundae			X	X
Salad	X	X		X
Cookies			X	

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## Conversation-based

- \* **Ask the learner:** "What do you think INTEND means?"
- \* **Connect it to their life:** "Tell me about a time you INTENDED to do something."
- \* **Relate it to other known words:** "Which word goes with *planning*?" SCARCE, INTEND, LACK, EFFORT
- \* **Sentence fill-in/completion:** "Charles knew he had to study and that is exactly what he planned to do. Another way to say 'planned to do is \_\_\_\_\_.'" (INTENDED)

Within the activity, probe to gauge their understanding.

Re-teach if they are wrong or confused.

## Informal Assessment

Create a specific assessment task for target words

Observe their responses in instructional tasks

How might we do that in this activity?

A lot of effort

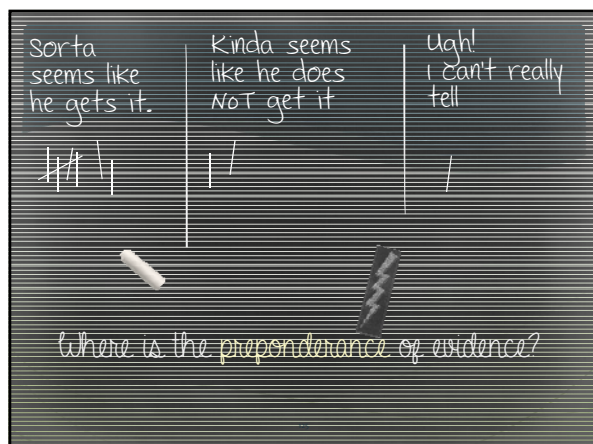
Little or no effort



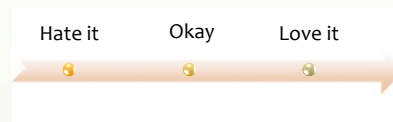
- \* SLP & student browse through the magazine
- \* Discuss photos
- \* Student determines which sticker to use
- \* SLP explores students' reasoning

## Data Collection Gets Tricky

(not)



We can use this approach with lots of different instructional tasks.

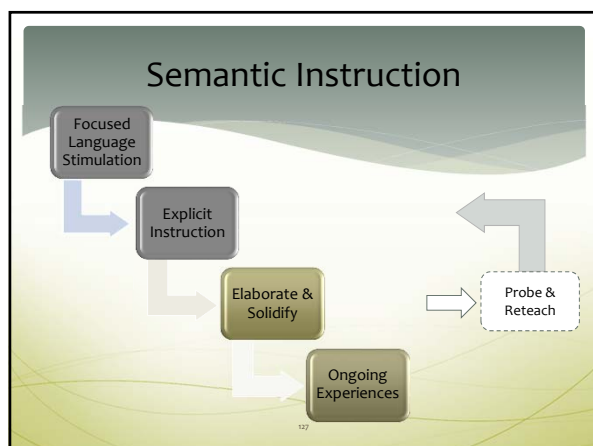


"How would you feel if..."

1. "Your dad was persuaded to buy a TV?"
2. "Your friend berated you."
3. "Your mom obtained a new car."
4. "Your teacher produced a very hard test."

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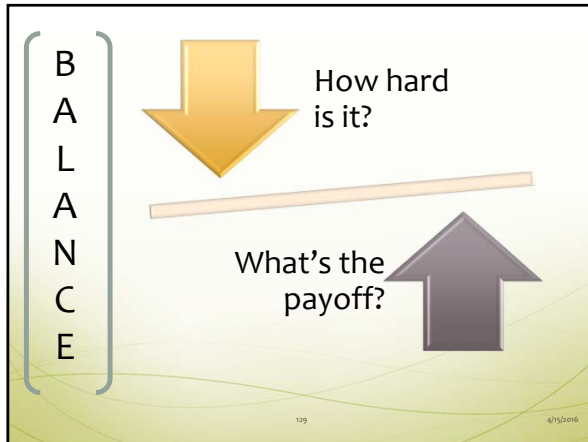


## Types of Activities

- \* Based on learners' interests and abilities
- \* Some overlap with activities in previous phase
- \* Language experience surveys
- \* Narrative activities
- \* Re-purposed websites & apps

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## Sentence Completion Activities

My friends **persuaded** me to \_\_\_\_.

It would be fun to **decorate** a \_\_\_\_.

It takes a lot of **effort** to \_\_\_\_.

These open the door for discussion.

## Judgment Tasks

### Yes/No Questions

1. "Should you **assume** all dogs are friendly?" [Why?]
2. "Are students who stay up late **productive** in school?" [Why?]



## Matching Activities

### New Words

1. folks • another word for people
2. diary • book that we write in every day  
• journal
3. sea • another word for ocean
4. kin • family  
• someone you care a lot about

## Qualitative Rating Scales



"How would you feel if..."

1. "Your dad was persuaded to buy a TV?"
2. "Your friend berated you."
3. "Your mom obtained a new car."
4. "Your teacher produced a very hard test."

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## Sentence Substitution

Provide word banks

- \* We were embarrassed to hear the doctor berate her patient.

*reward, insult, remind, persuade*

- \* The boy was commended for returning the wallet he found.

*belittled, praised, informed, supported*

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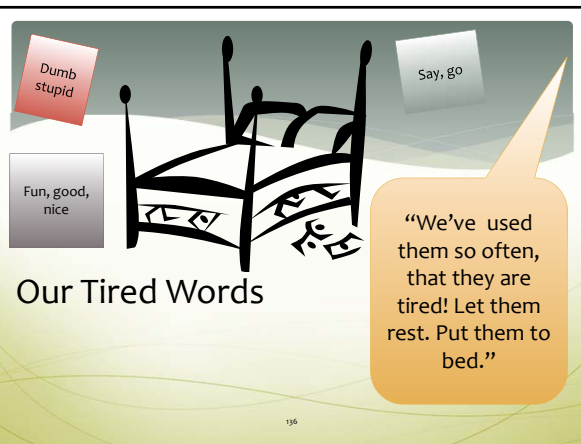
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## Set an Expectation for Lexical Diversity

- \* Introduce the concept
  - \* Knowing and using a variety of different words
  - \* Being able to say something in different ways
  - \* Metaphors work well here!
    - \* Sports: Word Catcher




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- \* Make a list of over-used words
  - \* Brainstorm alternatives
  - \* Talk about how the new words are better (more mature, interesting, impressive)
  - \* Call them out when you hear them
- \* Use a slogan or chant
  - \* "Get ready to use our Powerful Words."

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## Tired Word Chant

"\_\_\_\_, \_\_\_\_  
Go to bed.  
Let's use \_\_\_\_  
Instead."

"*happy, happy*  
Go to bed.  
Let's use *excited*  
Instead."

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- \* Keep visual reminders
  - \* Add to them as needed
- \* Recognize and reinforce them

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## Make Lexical Diversity Meaningful

- \* Relate it to their personal goals
  - \* Why is it good to use more words?
  - \* "What will that get me?"

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## Building a Case for Using More Advanced Words

- \* Rate sentences with key words
- \* 5 = Fun & Interesting; 1 = Boring
- \* 5 = High School; 1 = Elementary School
- \* **Examples**
  - \* "I was mad that she was mean." vs "I was upset that she was rude."
  - \* "She knew that I tried a lot to study." vs "She recognized that I put effort into studying."



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Hi! Do you have time for a question?

Our Word of the Week is **annoyed**. What makes you **annoyed**? Make a mark below your answer. You can mark as many things as you want. Thank you!

These things annoy me:

- Broken elevator | |
- Having to rush | |
- Heavy traffic | |
- Homework | |
- Loud places | |
- People who ask for money | |
- Rude people | |
- Something else | |

## Surveys

It's Survey Time again!

Our Word of the Week is **transient**. Can you tell me about a time that you made a **transient**?

1. What happened?
2. When was it?
3. How did you feel about it?
4. What did you learn from the experience?

Thank you!

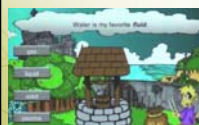
- \* "Tell me about a time you were shocked."
- \* "Did you ever do anything extravagant?"
- \* "What do you own in abundance?"
- \* "Tell me about something you did that took a lot of effort."



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## Vocabulary Apps for Practice

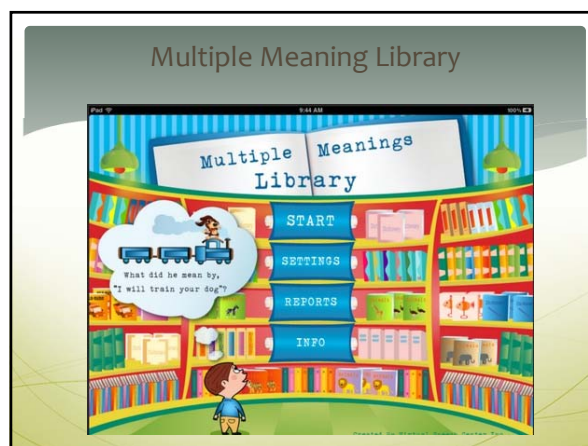
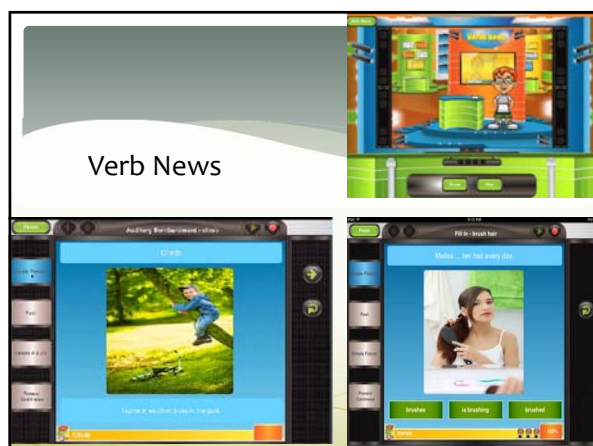
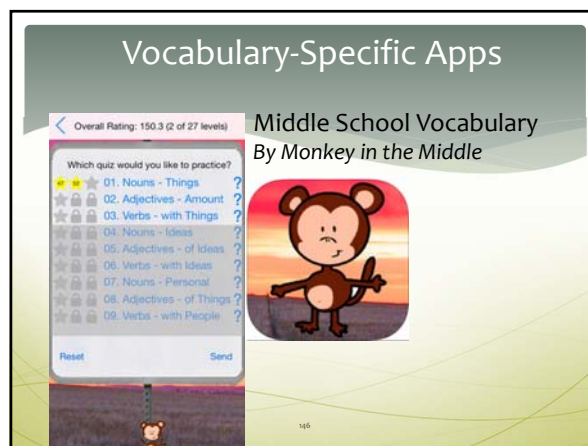
- \* Lots of them! ELA, ELL
- \* Watch for:
  - \* Whether the focus is on semantics or spelling
  - \* Whether it teaches or tests; Testing can be okay for practice
  - \* Timed/or untimed
  - \* Whether the words match the student's targets
  - \* How errors are handled

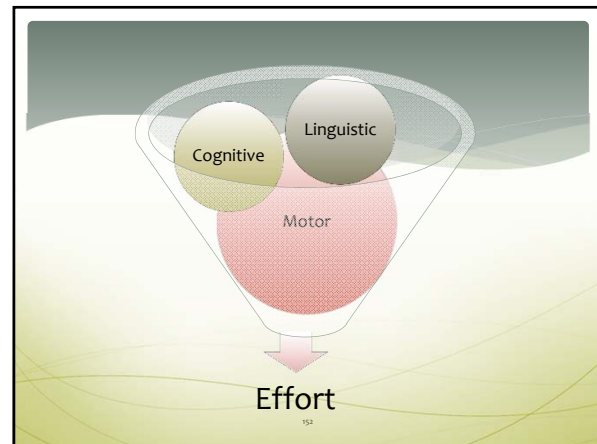
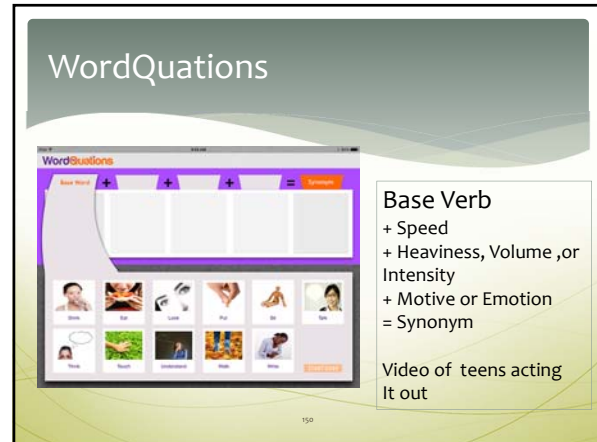


**Examples**  
Same Meaning Magic  
Opposite Ocean  
Gr 2-6

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## Use Avatars




BitStrips

- \* Introduce an activity
- \* Create a cartoon or story around a target word
- \* Share with others



FaceCon



Voki

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## From Avatar to Narrative

“Can I start by telling you how *incredibly* busy I have been?”

“Did you get my email...?”

“What do you think I meant by ‘incredibly?’”

“What inference can you make about...?”



FaceCon

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## Digital Storytelling Apps

- \* E.g., Tellagami
- \* Create an animated story around a target word







Tellagami examples at <http://bit.ly/1cZ8f5L>

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## Apps that focus on a target word (e.g., invent, challenge)


Or allow student to select words

**It's Cool To Be CLEVER**  
The Story of Edison C. Hendricks  
the genius who invented the design for the Internet

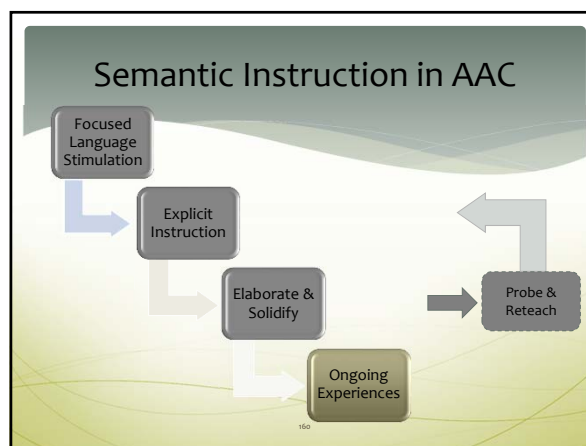
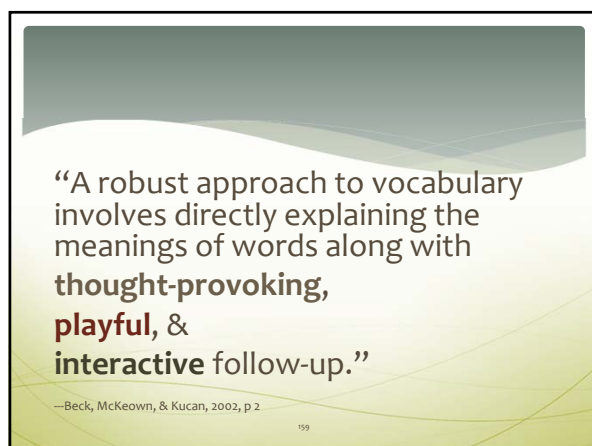
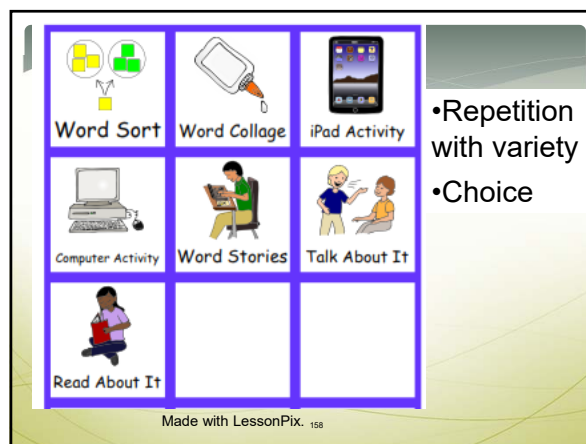
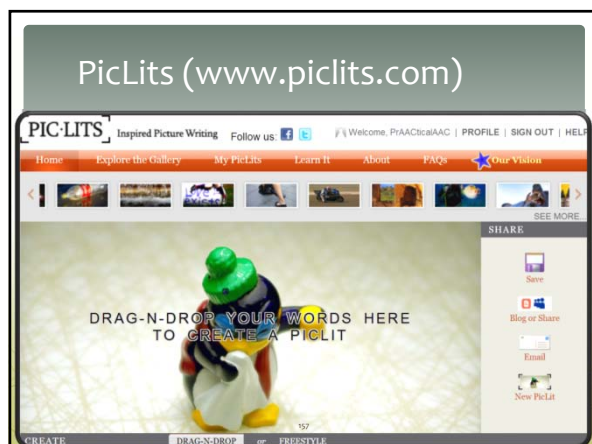
Have you ever wondered how the Internet was really invented? Well, it would like to tell you. My name is Edison Hendricks, and I know because I am the one who invented the network design upon which the Internet is based. I was born on May 12th, 1915, and raised in the small town of Lawrence, Pennsylvania, right across the Pennsylvania River from Harrisburg, the state capital. Almost all the people who lived in Lawrence and neighboring towns were white, middle class, Protestant Christians. Most folks had very fixed ideas about religion, race, and how everyone "should" be. It made people a bit uneasy if a young boy asked too many questions or was inquisitive.

By the time I started grade school in September of 1925, I felt quite odd, because I already knew how to read. Every Sunday my father held an after-noon Bible, and we on his knee and read the stories to us. I loved the comic strip characters like Luke and Henry and Wiggins, who were always becoming new.



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Make it a cumulative process.

**Continued Exposure**

+

**Frequent Productions**



## Engagement

Providing:	Gives us:
* Emotional salience	* A memory advantage
* Repetition with variety	* Something for every learner
* Choice	* An autonomy boost

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Real vocabulary instruction is an ongoing process.

**Keep the focus on teaching.**

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## Connect

 [zangaric@nova.edu](mailto:zangaric@nova.edu)

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