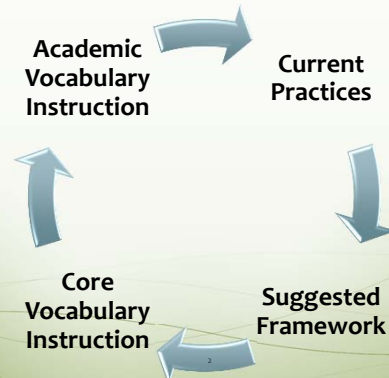


Supporting Vocabulary Development In Students Who Use AAC: Practical Approaches for Educators and SLPs

Carole Zangari, Ph.D., CCC-SLP
College of Health Care Sciences
Center for Autism and Related Disabilities
Nova Southeastern University
www.PrAACticalAAC.org

1

Plan for Today



2

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

3

The Problem

Children who use AAC have
alarmingly *small* **expressive**
vocabularies even in cases
where there is no suspected
cognitive impairment.

4



Problems in Vocabulary Instruction

General Education

- * Main approach: Teach, test, and forget
- * Too little direct instruction
- * Instructional activities are poorly sequenced
- * Teaching activities are drill and task-oriented with little/no generalization to real-world experiences

6

What about instruction for AAC learners?

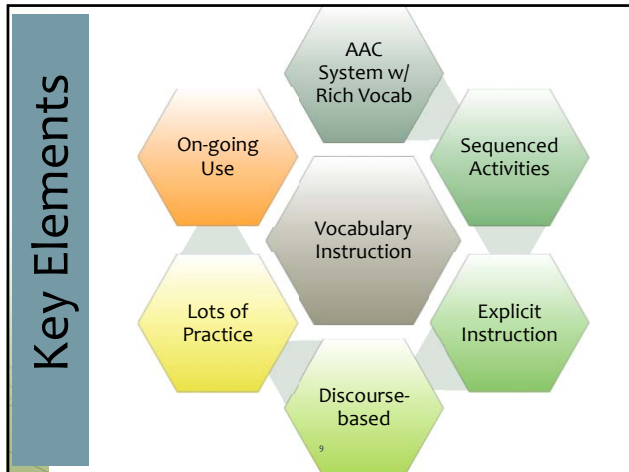
All of the previous issues plus:

- * Inconsistent access to vocabulary
- * Narrow range of communicative intents
 - * Requests, answering questions, labeling
- * **Overuse** of 'testing style' of interaction
- * **Underuse** of instructional style
- * Nearly exclusive focus on the root word (no grammatical morphemes)

7

So how **should** we teach vocabulary to students who are learning to use AAC ?

8



Provide Access to a Larger Set of Words

AAC System w/ Rich Vocab

“Language grows out of language. Language doesn’t grow from silence. To learn more words, you have to HAVE more words.”
(Baker, 2015)

“In a few months, I want him to be able to use this board.”

Grow the System in a Thoughtful Way

MELD Project Board

“I’ll start w/ a smaller set & add words each month.”

“A Year of Core Words” Strategy

January core words Boardmaker PCS

JANUARY WORDS

January core words Symbolstix

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

Throughout the Month

- * Display the target words
 - * Print and post them on a bulletin board or word wall.
 - * Laminate, cut apart, and put them on a binder ring to show just one symbol at a time.
 - * Add to a core word dictionary.
- * Use them often
 - * In context
 - * With AAC
- * Frequent models, Frequent production



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Throughout the Month

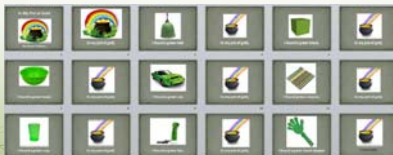
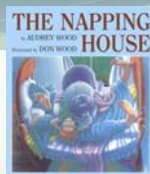
- * Create activities that:
 - * Help with word knowledge and symbol discrimination
 - * E.g., Matching games, sorting activities
 - * Provide opportunities for production
 - * E.g., Word Wall 'mystery word' or guessing activities
- * Use them in songs and chants



14

Incorporate in Reading

- * Trade books
- * Teacher/Therapist-authored books



Karen Natoci via Tarheel Reader

15

A Year of Core Words - August 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Rachael Langley


A Year of Core Words - July 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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Monthly Planning for AAC Use: For parents and Staff each month	
Word Wall Words: High frequency and core language words introduced weekly one of which is a word family chunk.	5 per Week
Communication Phrases: Phrases to be focused on and modeled at every opportunity throughout the week.	2-3 per Week
Expanded core: Feelings: 1. Concrete Feeling (Sad) 2. Understanding: He is sad because he fell. 3. Commenting: He is sad	1 per Month
Each family and staff member will get monthly packet of words and symbols used with students to reinforce.	Picture of Sad Things that make us sad: 1. Getting hurt 2. Getting something taken away. 3. Being told no 4. Not getting a turn 5. Having to wait 6. Missing an activity • Sad not get • I sad • Sad not my/ no turn • Sad no go • Sad not friend


<http://bit.ly/15Mspt7>




Oakland Schools (courtesy of Marlene Cummings)

Make vocabulary targets explicit

- * Display them visually
- * Help learners know what the goals are



Oakland Schools (courtesy of Marlene Cummings)



Provide Discourse-based Intervention

The adult:

- * Interprets & shapes the learner's emergent language forms in interactive activities
 - * E.g., in conversation, during shared book reading
- * Prompts & provides models that serve to expand
- * Builds on the learner's communicative intent
- * Uses verbal scaffolding to support the interaction

(e.g., Bruner; Kirchner; Prutting; Snow)

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Plus... Discourse-based intervention builds morphological & syntactic skills.

- * Grammatical skills of AAC users improve when there is a *greater focus on discourse skills* in discussions, narration, & negotiation.

Brekke & von Tetzchner, 2003; Grove & Tucker, 2003; Waller & O'Mara, 2003; Soto & Wine-Seligman, 2003; Soto et al. 2007, 2008, 2009

20

Elicit Frequent Productions of Newly-learned Words

High Concentrations of Productions & Exposures

21

Expect, Encourage, & Support Grammaticalization

"FCAT was very hard. It was very effort."

"It took a lot of effort. It was FULL of effort." [PAUSE]
"What change can you make to 'effort' to say that?"

"I don't know."

"Effortful. FCAT was very effortful."

"Let's look at our word endings for some ideas..."

22

AAC learners prioritize content & effectiveness over grammatical correctness.


Good for expediency
Bad for language growth

23

AAC learners prioritize content over grammatical correctness.

Good for expediency

Bad for language growth



Authentic and Functional

- * Personally relevant
 - * Special interests
- * Making connections to what the student already knows



25

Contextual Diversity

- * Use the target vocabulary across:
 - * Activities and contexts
 - * Sentence structures
- * Example
 - * Introduce core early in day
 - * Show, say, & discuss in circle
 - * Highlight in activities, reading, snack, outside play, writing
 - * Share w/ families for possible home practice

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Example: Language Experience Survey

After initial teaching, Student gets experience using his core words with different people around the school.

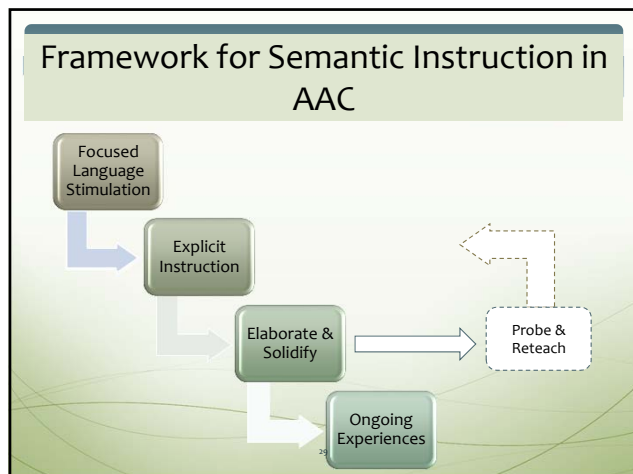
- * “Where to you like to **go**?”
- * “How do you **go** home?”

27

Robust AAC Vocabulary Instruction

- * Access to a larger vocabulary set
- * Explicit learning targets
- * Discourse-based w/ high levels of exposure to the target words
- * Frequent productions of target words
- * Grammaticalize the new words
- * Engagement via authentic, relevant instructional activities
- * Effective use of contrast
- * Practice across contexts

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What is Focused Language Stimulation?

- * An intervention approach that:
 - * Uses naturally-occurring opportunities
 - * Includes modeling target words in ways that reveal their meanings
 - * Brief definition
 - * Clear connection to the context
 - * Is an **INDIRECT** teaching method

Focused Language Stimulation

- * Explain new word meanings when they are first used with **student-friendly definitions**
- * In context and in discourse
 - * Can include other forms of the word

“Intend”

intends, intended,
intending, intent,
intention, etc.

(Dickinson, Cote, & Smith, 1993)

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Student-friendly Definitions

ancient very old	
These pyramids were built in <u>ancient</u> times.	
Synonyms: long ago old-fashioned out-of-date	

- Use **only words the student already knows**
- Focus on the essential elements
- Primary meaning

Photos from Ann Fausnight
www.DevotedtoVocabularyDevelopment.com

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AAC Focused Language Stimulation

1. Use word in context
2. Provide a student-friendly definition
3. Repeat throughout the day/session
4. Student produces word

.....

5. Segment it
6. Elicit it some more
7. Discuss it
8. Talk about the part of speech

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Essential

Preferred

Student Produces the Word

- * With their SGD
 - * Adjust pronunciation, if necessary
- * With their natural speech or vocalization
- * To themselves (inner speech)

34

Core: Focus on modeling & eliciting (not defining)

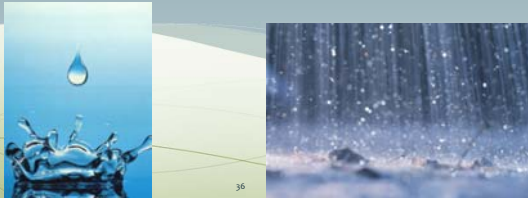
- * Arrival: "I really **LIKE** your sweater." "Who **LIKES** my new shoes?"
- * Circle: "I **LIKE** how Jenna is sitting." "Who would **LIKE** to be the snack helper?"
- * Story time: "The caterpillar **LIKES** to eat strawberries."
- * Art: "What color would you **LIKE**?" "I **LIKE** your picture."
- * Outside play: "What would you **LIKE** to play?"
- * Cooking: "Would you **LIKE** to help?"
- * Snack : "I **LIKE** that lunchbox"

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Aided Language Input

Focused Language Stimulation in Vocabulary Instruction

Word Bombardment



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Herman liked to help.

like, help

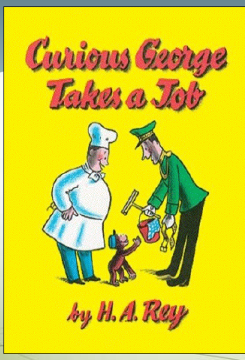
Read with a plan.



Don't worry, I'll help you.

help you

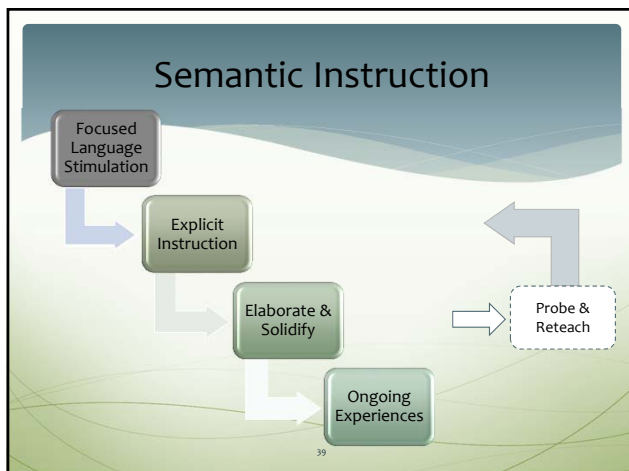
Identify books to target specific words.
Do, Get, Go, He, Help, Like



Curious George Takes a Job
by H.A. Ray

Reading Aloud
Can also target more advanced vocabulary

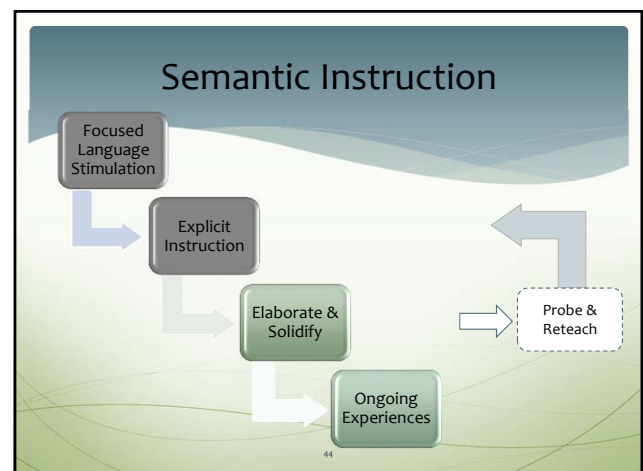
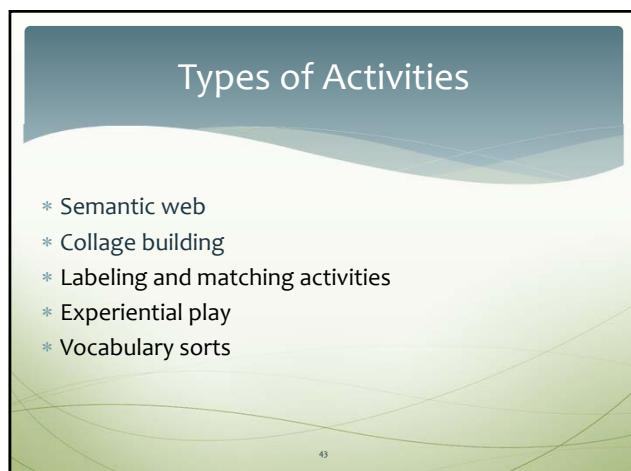
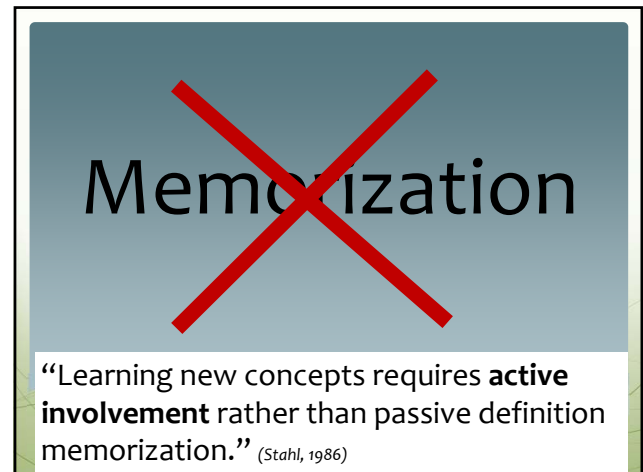
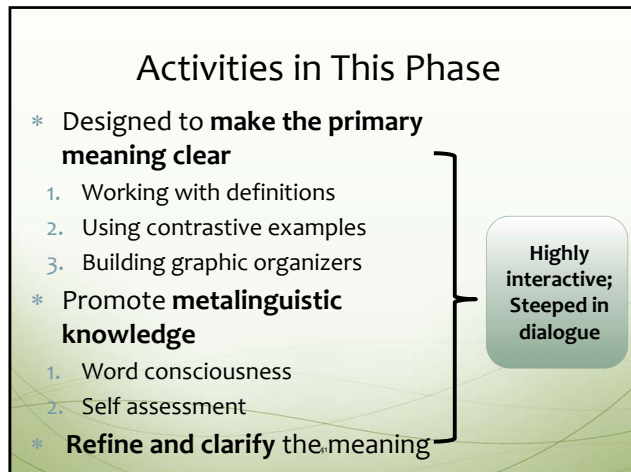
- * attention
- * cozy
- * dizzy
- * scold
- * wound



What is Explicit Instruction?

Key Elements

- * Teaching vocabulary in a way that is direct, meaningful, and effective
- * Creating opportunities (not just taking advantage of naturally occurring opportunities)
- * Goal driven: Specific vocabulary targets
- * Requires planning
- * Structured, systematic, scaffolded



The Elaboration & Solidification Phase

- * Relatively enjoyable activities that:
 - * **Solidify** the student's understanding of the word
 - * **Broaden** their knowledge of the word
 - * Give them **practice** using the word
 - * **Build linguistic diversity** (using a greater variety of words)
 - * Promote generalization of use to new people and settings
 - * **Give the student some control** over how to learn/practice
 - * **Provide insight** into what the student knows

Activities in this phase should:

- * Serve a **specific** purpose, such as:
 - * Broadening understanding of how the word can be used
 - * Understanding the relative value on a continuum;
 - * Differentiating it from words with similar meanings
 - * Include grammaticalization
- * Allow us to probe to see what they've learned so that we can re-teach, if necessary

Types of Activities

- * More advanced word sorts
- * Judgment tasks
- * Sentence substitution & completion activities
- * Apps and games
- * Read alouds

Repetition with Variety

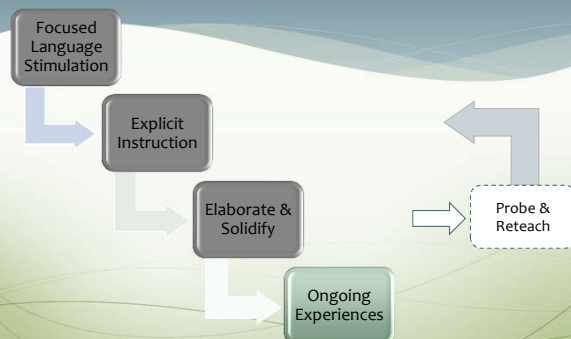


Within the activity, probe to gauge their understanding.

Re-teach if they are wrong or confused.

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Semantic Instruction



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What is the Ongoing Experience phase?

- * A period of time when we move onto address NEW words
- * BUT keep providing opportunities for **receptive exposure** and **expressive use** of the target words

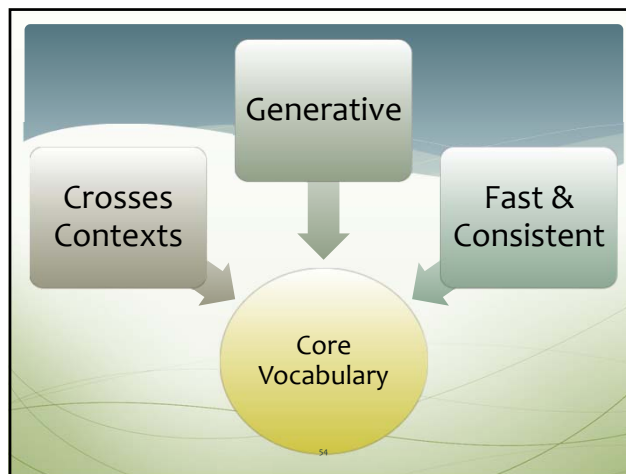
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	Core Words	Academic Vocabulary
Weeks 1-2 (3 words)	NEW: I, go, more	NEW: effort, sufficient, frustrated
Weeks 3-4 (6 words)	NEW: it, like, get OLD: I, go, more	NEW: continue, method, gain OLD: effort, sufficient, frustrated
Weeks 5-6 (9 words)	NEW: he, want, no OLD: it, like, get, I, go, more	NEW: ambiguous, lack, confused OLD: continue, method, gain, effort, sufficient, frustrated

Recycling previous vocabulary words



53



54

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 |

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More Word Lists:
<http://bit.ly/1fgz4IW>

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?)

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Zangari & Wise, in press

General Procedures

Application to Specific Books

Program Manual for TELL ME: Teaching Early Language and Literacy Through Multimodal Expression

Developed by: Candice Zangari, Ph.D., CCC-SLP, and Lisa Wise, M.S.

TELL ME: Teaching Early Language and Literacy Through Multimodal Expression

BOOK #1: I WANT WALKING By Sue Williams

BOOK #2: FROM WIND TO TIDE By Rita Cohn

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T Teaching
E Early
L Language &
L Literacy

Through

M Multimodal
E Expression

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

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7/31/2016

Why create a systematic program?

Better implementation

Less individualized

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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

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BOOK 10 at a Glance: Max's Breakfast
 BOW-WOW Words: **ALLOO** **DOWN** **WHERE** **ONE** **OH** **OH**
 TigerTalk Words: **DIFFERENT** **THERE**

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Shared Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Shared Writing	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Infusion Activities					
• Arrival	NAME-O BOW WOW words	NAME-O BOW WOW words	NAME-O BOW WOW words	NAME-O BOW WOW words	NAME-O BOW WOW words
• Circle Time	BOW WOW words: Song	BOW WOW words: Song	BOW WOW words: Song	BOW WOW words: Song	BOW WOW words: Song
• Centers	Kindred treasure	Art: Healthy Foods Piceman	Theme table	Vocabulary Kings	Self-selected reading
• Work Time	BOW WOW matching	Vocab sort	BOW WOW matching	Vocab sort	BOW WOW collage
• Outside	Monkey See/Do: Umbrella Toss	Froggie Knd	MONKEY SEE/DO: Unicorn Hunt	Froggie Knd	MONKEY SEE/DO: The Unwrapping Game
• Snack	QUICK/QUICK QUESTION	Q&A	Q&A	Q&A	Q&A
• Goodbye	BOW WOW words: Q&A	BOW WOW words: Q&A	BOW WOW words: Q&A	BOW WOW words: Q&A	BOW WOW words: Q&A

	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Shared Reading	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Shared Writing	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Infusion Activities					
• Arrival	NAME-O BOW WOW words	NAME-O BOW WOW words	NAME-O BOW WOW words	NAME-O BOW WOW words	NAME-O BOW WOW words
• Circle Time	BOW WOW words: Song	BOW WOW words: Song	BOW WOW words: Song	BOW WOW words: Song	BOW WOW words: Song
• Centers	Graphic play	Microphone Activity	Looking	Teacher choice	Self-selected reading
• Work Time	BOW WOW matching	Vocab sort	Alphabet Book	Teacher choice	Teacher choice
• Outside	Monkey See/Do: Umbrella Toss	Froggie Knd	Froggie Knd	MONKEY SEE/DO: Unicorn Hunt	Froggie Knd
• Snack	Q&A	Q&A	Q&A	Q&A	Q&A
• Goodbye	BOW WOW words: Q&A	BOW WOW words: Q&A	BOW WOW words: Q&A	BOW WOW words: Q&A	BOW WOW words: Q&A

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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 Packets.

Note: We use primarily lower case letters in creating word cards and other materials. Children see mostly lower case when reading so 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 SGD's Shared SGD's TigerTalk Board
Getting Ready to Read 1 minute	Introduce book	Book TigerTalk Board
Follow Up Activity 5 minutes	Core word practice (words from current + previous book)	Story Toys Personal SGD's Shared SGD's

Please see the note regarding total lesson time on page 1.

Shared Writing Lessons

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

LESSON 1

	Activity	Materials You Need
Setting the Stage 3 minutes	Show book to set topic Locate new core words on SGD's & review all core words (say & repeat) Introduce chart	Book Pocket chart (or board for word cards) Word/symbol cards Individual SGD's Chart paper, marker
Writing 1 minute	Introduce title of chart	
Follow Up Activity 3 minutes	Letter-sound song for the target letter for this book Letter Activity: Letter Shamping	Song Board Low tech SGD's with target letter Shamps, ink, paper

Please see the note regarding total lesson time on page 5.

BEFORE WRITING

Show the book to set the topic
 The teacher will hold up the book to show to the students. She will say, "Here is our book. It has lots of words we know."
 Locate core words on SGD's & review story 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 facilitators will help each child find those words on their SGD's. They will also support children learning TigerTalk words by pointing out those words on the child's SGD as the teacher says them. The teacher will present each card, say the word, and have the students repeat it using their natural speech or personal SGD's. "Let's do it together. Let's say our words... Read [duh]..." students

Infusion Activities

This section explains various activities that enhance the direct instruction of new core words in the TEL ME Curriculum. Language and literacy experiences are infused into each aspect of the daily routine so that children get hundreds of opportunities to practice their new words each week. Teachers should infuse as many activities as possible from the list below. In each one, staff should create opportunities for use of as many of the core words as possible. Remember that infusion of core words is cumulative. It grows larger with each book.

A suggested sequence of activities is provided in the Book At A Glance table that is in each Book Packet. Teachers may vary from this suggested plan as long as there is a similar number of learning activities that include the core words. In other words, teachers may substitute one activity for another but should not reduce the number of TEL ME activities that are done each day.

FOR ARRIVAL: These activities are designed to be completed **every day**.


- Have a sign announcing the Book of the Week and Words of the Week (BOW-WOW) and TigerTalk Words in the Arrival Area.
 - Point out the new book and words to students and discuss with them.
 - Be sure to include any words learned in previous books.
- Sing the NAME-O Song (tune of BINGO). Use visual supports with photos of the children and their names.

This song is sung using the names of all participants.

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... Let... [insert name, oh]
- Search the signs in the Arrival Area for the Special Letter Talk about the sound it makes.
- Use as many previous core words as possible, as well as the new core word vocabulary.

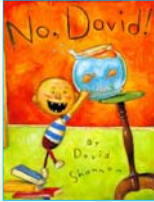
FOR CIRCLE TIME

- Introduce BOW WOW and TigerTalk words.



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

'o'



Bad, come, messy, no, now, play

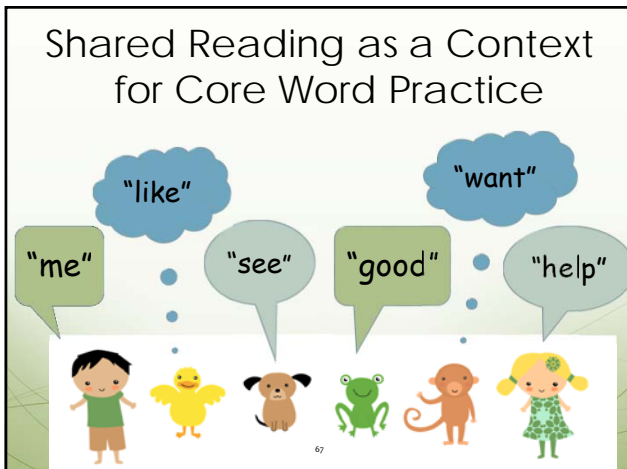
65

Shared Reading

- * Adult explicitly models the strategies & skills proficient readers use.
- * Interactive reading
 - * Rich in discussion, conversation

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Shared Reading as a Context for Core Word Practice



67

Before Reading: Input & Output

- * Preview with Focused Language Stimulation
- * Story Time Song
 - * "Let's sing! I LIKE this song!"
- * Warm Up with Choral Responding
 - * "Everyone say CAN."

68

“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

69

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.

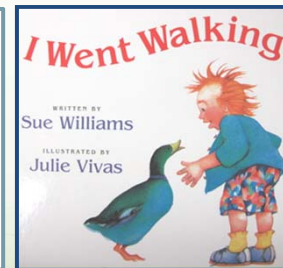
E-I-E-I-O

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.”

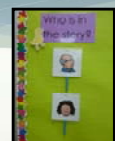
* Frequent Productions (Child)

- * “I CAN.” “I DO IT.” “HELP me.”

After Reading: Input & Output

* Focused Language Stimulation (e.g., creating a ‘Who’ poster)

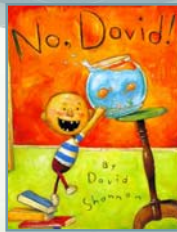
- * “WHO wants to go first?”
 - * “I DO!”
- * “CAN YOU pick one?”
 - * “I CAN”
- * “WHO did YOU SEE?”
 - * “I SEE ____.”



72

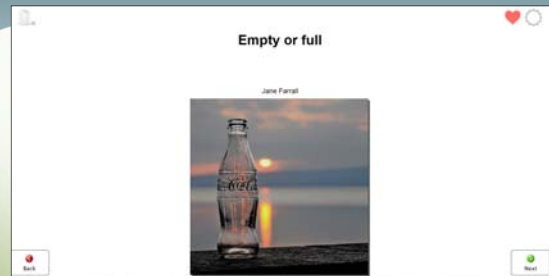
Retell with Core Vocabulary

- * 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.



73

Tarheel Reader



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

74

I will help

I	can	come	go	and	here
they	do	have	help	that	to
you	will	like	stop	the	with
People	not	want	Actions	this	Things

Today's Schedule

- Talk Time
- Read a book
- Rate the book
- Science

Materials:

- Bin with action
- Unlids
- Cap
- Cone
- Pen
- Battery
- Egg
- Shell

Sink Or Float?

Steps:

- Get bin with water.
- Choose object
- Does it sink or float?

Sample Phrases

- * I see that.
- * That go up/down.
- * Help with that.
- * You do.
- * Will you help?
- * Do with me.

Core Words During Shared Reading

Possible Sequence

- * # 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

Repetition
With
Variety

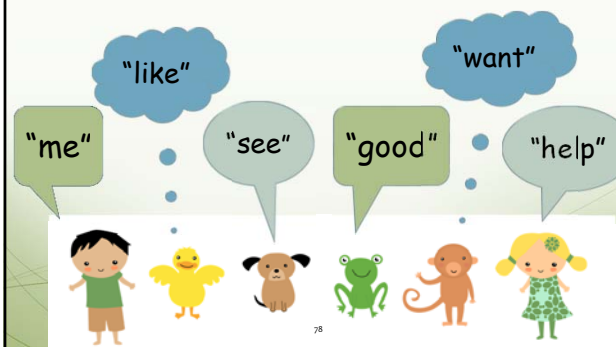
76

Shared Writing

- * Structured Language Experience Approach (Cunningham, 1979)
- * Predictable charts to engage children in the writing experience.
 - * Predictable Chart Writing (PCW)
- * Adults and children compose text together.
 - * Adult writes as children dictate.

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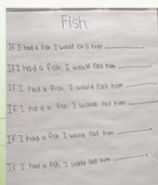
Shared Writing as a Context for Core Word Practice



78

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

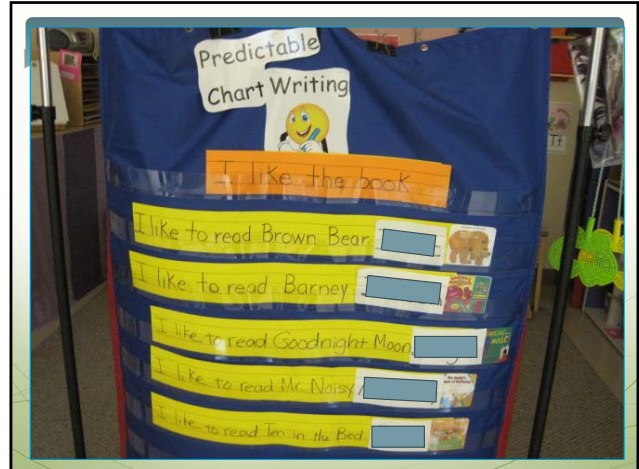
Where We Play

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)

80

Example

- * **SLP:** "Let's WRITE about how we CAN move. Ms. Amy, your turn."
- * **SLP reads 1st part:** "I like to _____," pausing so that the child can finish the sentence with AAC.
- * **Child dictates response:** "Run"
- * **SLP transcribes** the response. "I like to run." (Amy)
- * **SLP:** "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.
- * Repetition with variety



Core Words During Shared Writing

Repetition with Variety

- #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

Embedding Core Word Practice Throughout the Day

Multiple opportunities to practice core words



Teachers have the flexibility to select what works for their classrooms

Circle Time

- * Introduce core words
- * Say & Repeat
- * Modify songs to allow for children to say (or use SGDs) core words

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Sing with Core Vocabulary

Name Song

(to the tune of BINGO)

Where's the core?

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!

86

Outside Time

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



Froggie Find	
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"/>
<input type="checkbox"/>	<input type="checkbox"/>

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Question of the Week



- * 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: Sensory Table

"I found ____."

"YOU found ____."

"I SEE a ____."

"WHAT DO YOU HAVE?"

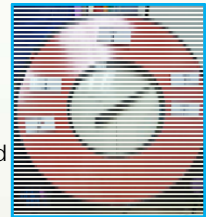


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Core Word Bingo

- Core words on spinner.
- Children can:
 - Activate the spinner
 - Say the word that they get
 - Cover it on the game board
 - Tell others what they did



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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!"

Let's play monsters!

Who wants to be 'it'?

What should we tell him?



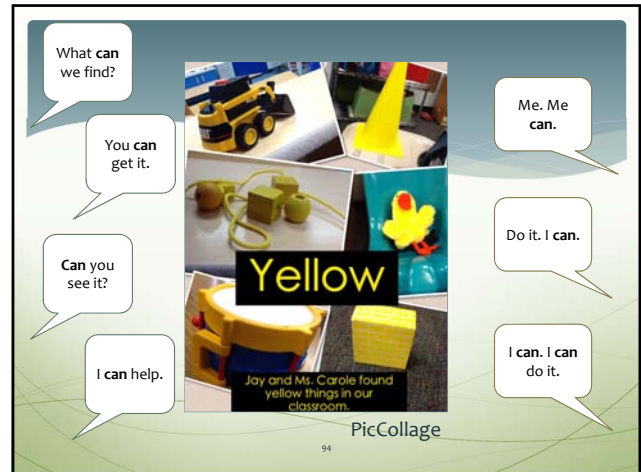
I do!

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



Access to a larger vocabulary set
Explicit learning targets
Discourse-based
Frequent exposures & productions
Grammaticalize new words
Engagement
Use of contrast
Varied contexts

Applying this Framework to Academic Vocabulary Instruction

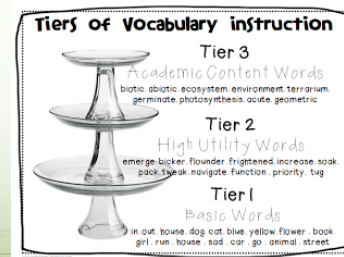
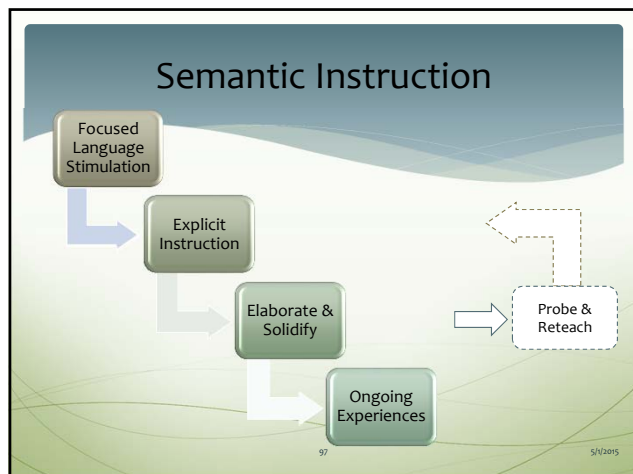


Image Credit: [Jen Jones](#)



Focused Language Stimulation

An indirect method in which we:

- * **Repeatedly** use the word **in context**
- * Accompanied by a **student-friendly definition**
- * **Production** by the student
- * Brianna: Involved in selecting target words

98 5/1/2015

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: InsideStoryFlashcards

Image Credit: Deana Kahlenberg

99 5/1/2015

Example

10 **Infraction**
a violation of the law
a minor *infraction*

"No, officer, I had no idea I was going 560 in dog miles."

11 **Gregarious**
sociable; liking groups

The most social of all mammals, meerkats love company. The gregarious animals live in Southern Africa in "mobs" or "gangs" of up to 40.

Inside Story Flash Cards

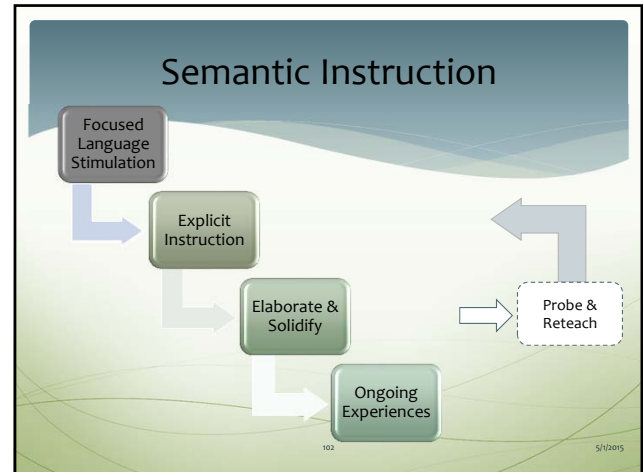
100

Sprinkle the lesson with the target word in context



Along with student-friendly definitions

101



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

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

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Types of Activities

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

105 5/1/2015

Definition = Starting point for discussion around the word itself

absorb
to soak up

A towel will absorb the water after your bath.
You can absorb new learning everyday.

What part of speech do you think it is?
What does it make you think of?
What's something you know about this word?
What part of this word do you already know?

Image Credit: Ann Fausnight
www.DevotedtoVocabularyDevelopment.com

106 5/1/2015

"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

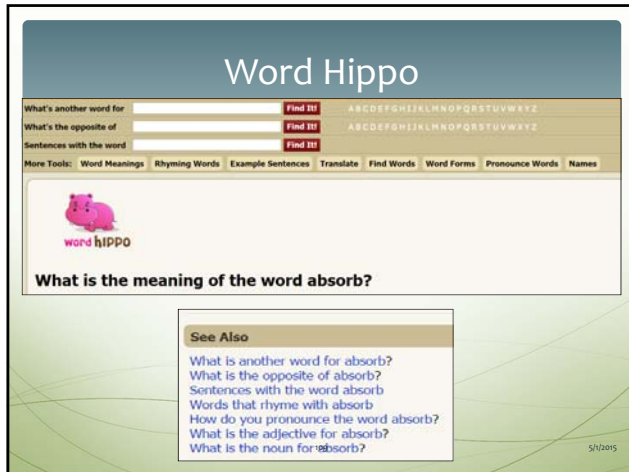
What's the problem?

107 5/1/2015

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

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

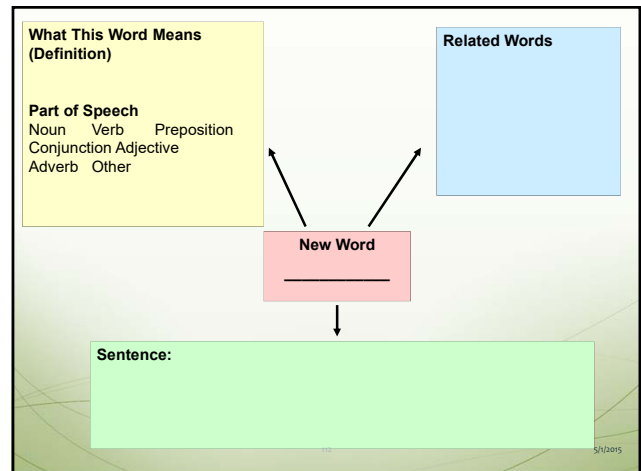
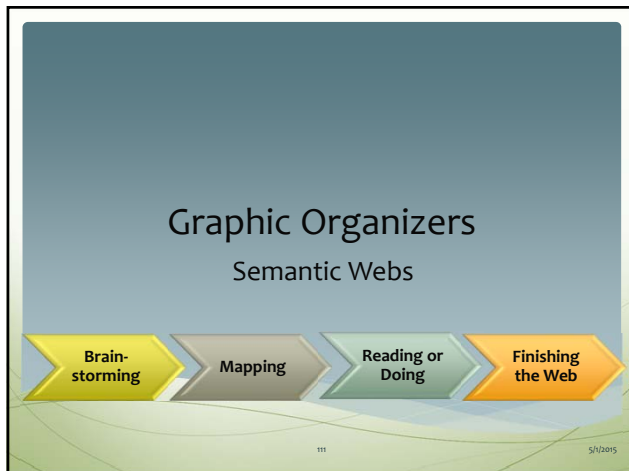
108 5/1/2015

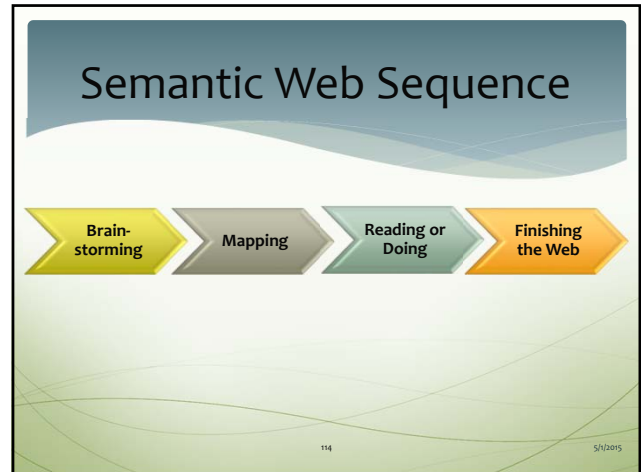
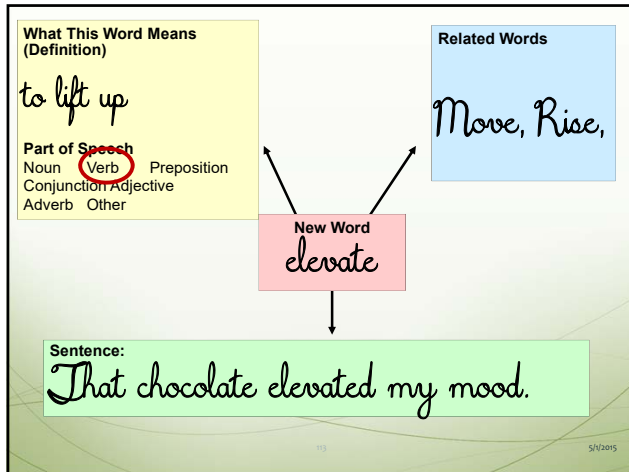


Use Contrastive Examples

Well-chosen examples are essential.

- * Multiple examples of the key construct
- * Start with the clearest examples (no gray areas or ambiguity)
 - * Positive AND negative examples
- * (Introduce more nuanced examples later on)





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**

Brianna explain Dr. Z



Listen for the target word.


★ “Let’s give ‘know’ a star when we hear it.”



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Self-analysis


- * Get them thinking: “What do I already know about this word?”
- * Rating Scales



1	I don't know it & don't use it.
2	I sort of know it but I don't use it.
3	I know it & sometimes use it.
4	I know it well & use it often.

118

“Can you teach it?”




119

5/1/2015

<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 Rating Scales Download

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Other Types of Activities

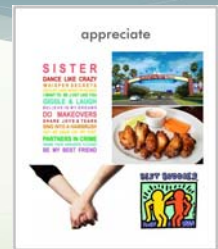
- * Collages
- * Word clouds
- * Word sorts
- * Guessing games
- * Judgment tasks
- * Labeling and matching activities
- * Sentence substitution & completion activities

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Refine & Clarify the Meaning

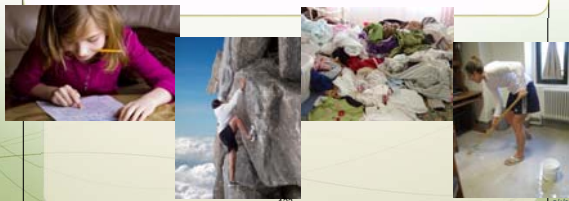
- * Build a vocabulary collage
- * Discussion: What makes this a good picture to include?



5/1/2015

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

Things that take a lot of
work.



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5/1/2015

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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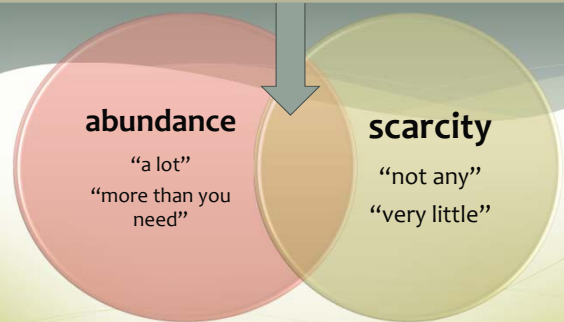
Continued Use of Examples

- * 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



12

“Both can describe things or situations.”



Venn Diagrams

1



*Lots of
production
experiences*

12

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Using Word Clouds

- * Images composed of words on a certain topic where the frequency of use of a word determines its size in the cloud/image




Wardle.net

Text of the NJC
Communication Bill of Rights

1

Implementation Ideas



- * Copy & paste text (e.g., definitions, passages)
 - * “What do you notice?”
 - * “What do you have a question about?”
- * Brainstorm a word list together
 - * “What goes with ____?” “What are some things that ____?”
- * Create together, explore, & discuss

129 5/1/2015


“Effort”

Labeling Activity



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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

131 5/1/2015

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

132 5/1/2015

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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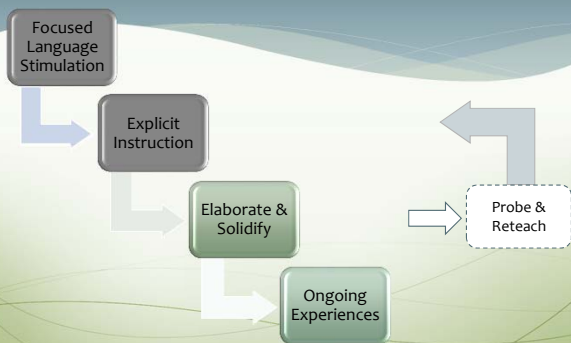
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Conversation-based

- * **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)

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Semantic Instruction



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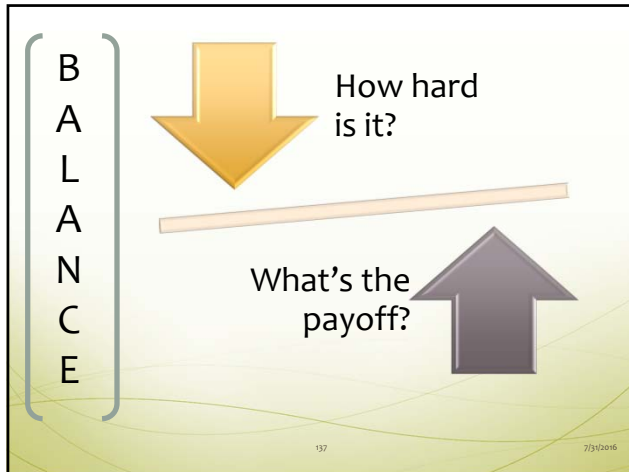
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Types of Activities

- * 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.

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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?]

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Surveys

Hi! Do you have time for a question?

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

These things **amuse** me:

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

What's the **most fun** thing that you added to your playlist?

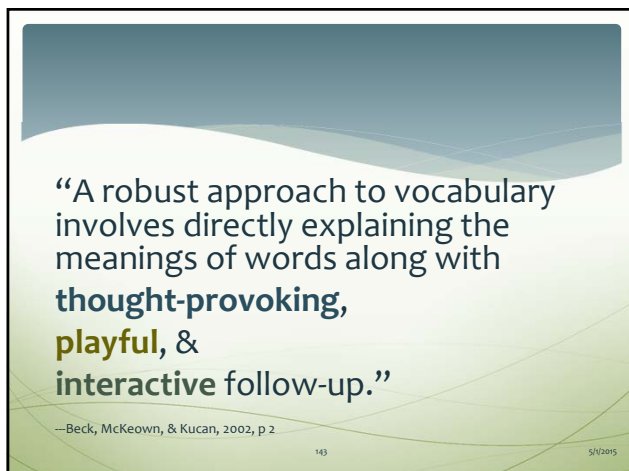
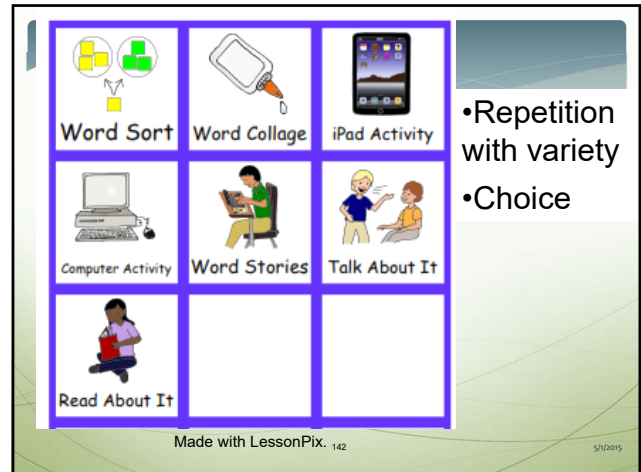
It's Survey Time again!

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

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

Thank you!

5/1/2015



Thank you!



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www.pinterest.com/aacandat

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Vocabulary Instruction for AAC Learners

August, 2016

Carole Zangari, Ph.D., CCC-SLP
www.PrAACticalAAC.org

Supplemental Resources

Handout with PPT Slides Posted on PrAACtical AAC (www.PrAACticalAAC.org):
AAC eToolbox (under Organizations & Handouts)

Apps to Support Vocabulary Activities

- Lauren Enders' collection of apps: <http://bit.ly/YIELI1>
- BitStrips: <http://www.bitstrips.com/>
- Conversation Therapy: <http://bit.ly/1ahIBro>
- Cool to Be Clever: <http://www.agiopublishing.com/coolapp/>
- Doppel Me: <http://doppelme.com/>
- Enchanted Dictionary by Golden Communications:
<http://goldencommunicationsllc.com/>
- Hipster Dress Up: <http://hyptod.com/games/hipster-dress-up/hipster-dress-up.html>
- InferCabulary: <http://www.communicationapptitude.com/#lipad-apps/c8k2>
- Morpho: <http://www.morfoapp.com/>
- Opposite Ocean by NRCC Games: <http://bit.ly/UmlgZu>
- Pictello: <http://www.assistiveware.com/product/pictello>
- Same Meaning Magic by NRCC Games: <http://tinyurl.com/98djtnq>
- Shadow Puppet: <https://itunes.apple.com/us/app/shadow-puppet-edu/id888504640?mt=8>
- Super Duper Idioms App: <http://bit.ly/1ahNb99>
- Super Kids 4th-6th Grade Vocabulary: <http://bit.ly/1uGuxFv> (Other grade levels available)
- WordQuations: <http://www.communicationapptitude.com/#!wordquations/cs80>

Websites

- Acrostic Poems: <http://rwtverio.ncte.org/materials/acrostic/index.html>
- Inside Story Flashcards: <http://insidestoryflashcards.com/>
- Mii: <http://www.blogcdn.com/www.joystiq.com/media/2006/10/mii.swf>
- PicLits: <http://www.piclits.com/>
- Tarheel Reader: <http://tarheelreader.org/>
- Tellagami: <https://telligami.com/>
- Voki: <http://www.voki.com/>

- Word Hippo: <http://www.wordhippo.com/>
- Wordsift: <http://www.wordsift.com/>
- Wordia: <http://www.wordia.com/>

Making Online Lessons

- Jog the Web: <http://www.jogtheweb.com>

Digital Word Walls

- Linolt: <http://en.linoit.com/>
- Wall Wisher: www.wallwisher.com

Word Clouds

- ABCya: <http://www.abcy.com/>
- Tagxedo: <http://www.tagxedo.com/>
- Wordle: www.wordle.net
- WordFoto: <https://itunes.apple.com/au/app/wordfoto/id414002091?mt=8>

Online & Visual Dictionaries

- Lexipedia: <http://www.lexipedia.com/>
- Lingro: <http://lingro.com/>
- Shahi: <http://blachan.com/shahi/>
- Snappy Words: <http://www.snappywords.com/>
- VisuWords: <http://visuwords.com/>
- WordFlex: <http://wordflex.com/>

Mind Mapping Site/Apps

- Mind Meister: <http://www.mindmeister.com>
- iThoughts: <http://www.ithoughts.co.uk>

Note: Be sure to follow your agency guidelines in using any digital tools or websites in addressing issues of student privacy, access to appropriate material, cyber safety, etc.

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