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.** | AgainAll done/finishedAll gone/goneDifferentDoHelpLookMoreStopWhat | **Module 2****Expressing self, others, and possession****Purpose: to define a sense of self in relationship to others.** | FatherHe-him-his (3 words/1 picture)I - \_\_\_\_\_\_\_\_\_\_\_Me, myself (2 words/1 picture)MotherMy-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/brokenDon’tNot ProblemTroubleWrong | **Module 4****Regulating Time Aspects of an Activity****Purpose: to communicate time ideas in order to direct activities and the pace of activities.** | FastLaterNowSlowWaitReady |
| **Module 5****Requesting Time Aspects of an Activity****Purpose: to expand the ability to request and direct action with more specific action words.** | ComeGetGiveGoHaveMakePutSay-tellSeeTakeTurnWantWatch | **Module 6****Describing and Commenting on an Activity** **Purpose: to express understanding of descriptive ideas of an activity and express an opinion’** | Big-littleClean-dirtyEasy-hardEmpty-fullGood-badHard-softHot-coldLoud-quietOld-newWet-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.** | AllItOnePlaceSomeStuffThatThingThisWay | **Module 8****Stating and Directing Locations** **Purpose: to state location and direct the placement of objects and actions.** | On-offIn-outUp-downOver-underAwayHereThere |
| **Module 9****Requesting Information****Purpose: to ask questions to gain information.** | QuestionWhoWhenWhereWhyHow | **Module 10****Stating Personal Attributes and Feelings****Purpose: to use descriptive concepts to state personal attributes such as appearance and feelings.** | AfraidAm-is-are-be (1 word)BusyConfusedDumbFeelHappyHungryHurtMadMeanNicePrettySad SickSillySmartThirstyTired |
| **Module 11****Stating and Directing****Specifics Actions****Purpose: to use a range of words for specific actions** | ColorCountDressDrinkEatHear-listenPlayReadRideShareSingSitSleepStandWalkWasWin-loseWorkWrite | **Module 12****Stating Additional Time Concepts****Purpose: to use specific time words.** | MorningAfternoonNightBeforeAfterYesterdayTodayTomorrow |

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.