



# A Summer of Core

Metro School Core Vocabulary Parent Training

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Twaela Austin, Leigh Anne Baker, and Stephanie Dorton

Speech/Language Pathologist

# Agenda

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**A Summer of Core**

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# Introduction

**Metro School Speech/Language Pathologists:**

**Twaela Austin- [twaela1.austin@cms.k12.nc.us](mailto:twaela1.austin@cms.k12.nc.us)**

**Leigh Anne Baker- [leigha.baker@cms.k12.nc.us](mailto:leigha.baker@cms.k12.nc.us)**

**Stephanie Dorton- [stephanie.hoyle@cms.k12.nc.us](mailto:stephanie.hoyle@cms.k12.nc.us)**

# What is core vocabulary?

**“Core vocabulary is a term used to describe a relatively small set of words that are used most frequently in oral and written language.**

**The words in a core vocabulary can be used to communicate for a broad range of purposes, from basic requesting of desired items to building social relationships, sharing opinions and exchanging information on topics of interest.”**

**-Project Core**

# Examples of Core Vocabulary/Project Core





[www.project-core.com](http://www.project-core.com)

**The Universal Core vocabulary from Project Core is a set of 36 highly useful single words that can be used alone or in combination to communicate for a range of purposes on countless topics with a wide variety of communication partners.**

**Several formats are available to support student access through direct pointing or touch, eye gaze selection, and partner-assisted scanning. Additionally, high contrast versions are available to address the needs of some students with visual impairments and 3D symbols are available for students who are blind.**

<https://youtu.be/ax2iDUbuOz8?t=104>

# Week 1- June 13 - 17

<p>like</p> 	<p>want</p> 
<p>not</p> 	<p>go</p> 

The Picture Communication Symbols ©1981-2015 by Mayer-Johnson LLC. All Rights Reserved Worldwide. Used with permission.

like want  
not go


wk 1

# Aided Language Input/Models of Core Vocabulary

**Modeling is a powerful way to support communication and language development.**

**Without our models, students who are learning to use the Universal Core will hear spoken language or see sign language, but they will not experience others communicating in a way they can use. Modeling the Universal Core as often as possible is a critical way to help students learn to use symbols to communicate. It is important to begin modeling the use of symbols as soon as possible – even before students communicate with us intentionally, we can attribute meaning to their behaviors (e.g., A child turns away from an activity).**

**We attribute meaning - “you want something different” or “you do not want it.”) and model a symbolic alternative (e.g., Point to different or not on the Universal Core).**



**BY 18 MONTHS**  
babies have heard  
**4,380 HOURS**

**OF SPOKEN  
LANGUAGE**  
and we don't expect them  
to be fluent speakers

**YET**

If AAC learners only see symbols modeled for  
communication twice weekly for 20-30 minutes, it will take

**84 YEARS**

for them to have the same exposure to aided language  
as an 18 month old has to spoken language.

Statistic from Jane Korsten - GIAT Listserve 2011

photo by Rachael Langley - AAC Specialist

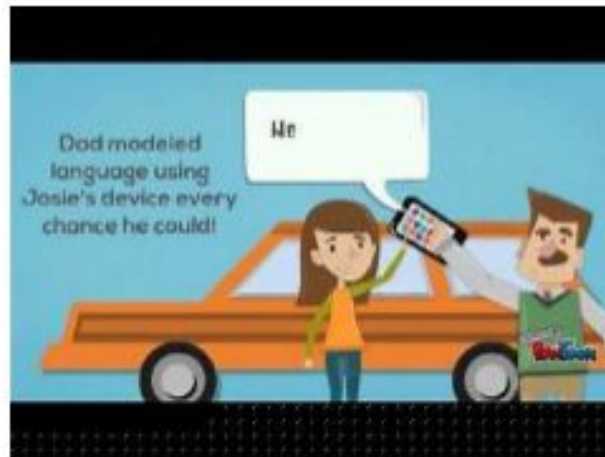


# Activity: Modeling Demonstration



Aided Language Stimulation Boards -  
Core Word Vocabulary Board

[www.youtube.com](http://www.youtube.com)



Aided Language Stimulation  
Explained

Teach a student to use a communication device to generate language by using the communication device as a model.-- Created using PowToon -- Free sign up at <http://www.powtoon.com/youtube/> -- Create animated videos and animated presentations

[www.youtube.com](http://www.youtube.com)

# A Summer of Core

## A Summer of Core



**Vocabulary activities for summer fun!**  
**Metro School - Summer 2022**

Week 1- June 13 - 17

Words to focus on this week:

**LIKE**

Idea 1: Try a new food and see who "likes" the food.

Idea 2: Listen to three different songs and decide which one you "like" the most.

**WANT**

Idea 1: Place a desired item out of reach and model requesting the item (I want \_\_\_\_).

Idea 2: Request two different objects and two different actions.

**NOT**

Idea 1: Try on winter clothes and go outside- talk about why we do "NOT" wear warm clothes in the summer!

Idea 2: Read a story that uses the word "NOT". Examples: Going on a Bear Hunt ("I'm NOT scared!").

**GO**

Idea 1: Talk about any summer vacations or places you will "go" this summer.

Idea 2: Read a story with the word "go" in it (Example: "Oh, the Places You'll Go!" by Dr. Seuss)

Think about other ways you can use these words, and model by pointing to the picture any time you use the word. The important thing is to model so students learn that the words and pictures have meaning!

# Questions/Review

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**Please feel free to reach out if you have any questions or need additional information!**