Infusing Core Language Intervention

Centre for Interdisciplinary Research and Collaboration in Autism
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AAC in the Preschool Classroom:

More of the Same
Trying to narrow the gap

+ Something New

Social Media
AAC Curricula

Basic Approach

Teaching Early Language Literacy Through Multimodal Expression

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

4 Zangari, 2013 based on the work of Zangari & Wise, 2010-2013
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Why focus on core vocabulary?

- High frequency words
- Great potential for generalization across activities
- Foundation for real progress in language development
- A struggle for many teachers/SLPs

Core Word Selection

- Available research & scholarship (e.g., Banajee; Van Tatenhove)
- Developmental patterns
- Linguistic foundation
- Opportunities for frequent use in preschool classroom
- Important for other teaching strategies
- Authentic teacher input

Sample Core Word Board

- **Pronouns**: I, my/mine, you, it
- **Verbs**: can, come, do, go, eat, feel, get, give, have, help, like, know, play, read, see, show, sing, stop, tell, walk, write
- **Nouns**: boy, brother, father, friend, girl, hand, head, mother, sister
- **Modifiers**: again, angry, bad, big, busy, different, good, happy, little, messy, sad
- **Time & Place**: first, front, here, later, now, there, today.
- **Other**: all gone, and, away, down, on, no/not, ready, what, where
Selecting Books

- Predictable and repetitive sentences
- Pictures support the text
- Not too much print per page
- Interesting and appealing to the children
- Readily accessible books; Teacher preference
- “Follow-up friendly”
- Many opportunities for core word practice

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

‘o’
- Bad, come, messy, no, now, play

Try That With Core Vocabulary

- Pronouns: I, you, it
- Verbs: have, give, see
- Descriptors: busy, good, little
- “Function Words”: and, not, on
- Nouns: boy, friend, hand
- Other: away, here, what

General Vocabulary Teaching

New Word

- Explain it
- Strategies (Color Coding)
- Experiential Activity
- Specific Tasks
- Play Activity
- Model it

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Teaching Core Words

• All Children: 4-6 new words/book
• Some children: An additional set of 2-4 words
• As the weeks progress, we keep using words covered in previous books.
• Words are shared with families.

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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.

Shared Reading offers many opportunities to learn that...

• Reading is enjoyable.
• Books have pictures and print.
• The reader turns the pages.
• When the reader reads, she is reading the marks on the page. The marks are letters.
• Letters make sounds. Letters make up words.
• The words make up sentences.
• The reader tracks print.
• There are other Concepts of Print.
• Print has meaning!

But mostly, shared reading is used to teach language.

Shared Reading is the context for core word practice.

"like"  "see"  "good"  "help"

"me"  "want"
Emergent Literacy Level

- Little or no experience with print
- Learning concepts of print
- Learning how to use pictures to gain meaning

And Beyond

- Alphabet knowledge
- Learning about new words
- Learning about fiction and nonfiction
- Learning to talk about books
- Learning to use pictures to support comprehension
- Developing a desire to learn to read
- Gaining confidence
- Building self-concept as a reader
- Reading alongside their peers
- Learning to make connections between self and text
- Comprehension

Moving onto Kindergarten

- Familiar with reading experiences and knows some words
- Beginning to notice how words are different or the same
- Making connections to their own experiences
- Continuing to learn how to make meaning from print
- Learning about different topics

SAMPLE Shared Reading Lesson Example:

TELL ME CURRICULUM

**LESSON 5 AT A Glance**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>MATERIALS YOU NEED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting the Stage</td>
<td>If You’re Happy and You Know It - Review core words. Review matching words of the book. Establish purpose.</td>
</tr>
<tr>
<td>Reading</td>
<td>Read the book - From Head to Toe book - Word Cards - Story books - Personal and shared SGD</td>
</tr>
<tr>
<td>Follow Up Activity</td>
<td>Create WHO poster - WHO pictures to choose from - Story books - Personal and shared SGD</td>
</tr>
</tbody>
</table>

Switch-Accessible Books on PowerPoint
Sample: Book 2, Day 5
- **Teacher:** “Let’s sing! I LIKE this song!”
- The children and teacher **sing** “If You’re Happy and You Know It”.
- The teacher reviews core words. “Everyone say CAN.”
- **Teacher:** “Let’s find our special words in the book... Oh! Here’s one of our words! Let’s say it together... CAN.”
- **Teacher:** “I need HELP! WHO CAN show me the FRONT of the book?”
- **Teacher:** “Let’s read to find WHO was in the book.”
- The teacher supports the children in creating a **WHO Poster**.

Key Elements
- Repeated reading
- Aided language input
- Frequent elicitations of core words

WHO Poster
- To teach main character identification
- To focus attention on relevant information
- To build a bridge between the characters and reader’s life

WHAT Poster
- To teach story sequence
- To focus attention on relevant events/details
- To build retelling skills
- First... Then... Last
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

Story Map for
The Lunch Box Surprise

Shared Writing

In **Shared Reading**, we teach emergent readers using predictable texts.

In **Shared Writing**, we teach emergent writers using predictable charts.

Predictable Chart

- Teacher/therapist chooses
  - A topic.
  - A structure or predictable pattern for the children to follow
- Using the predictable structure, children learn:
  - That they can dictate their sentences.
  - That they can read their sentences.
  - A lot about letters, words, and conventions of print.

Shared Writing

- Structured Language Experience Approach (Cunningham, 1979)
- Predictable charts to engage children in the writing experience.
  - “I see ____.”
  - “At the park, I like to ____.”
- Teacher/therapist and children compose text together.
- Teacher/therapist writes as children dictate.
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

Zangari, 2013 based on the work of Zangari & Wise, 2010-2013

Shared Writing Lessons Teach...

- Core word review
- Letter recognition
- Word recognition
- Letter activities
- Expressive writing (dictation)
- Reading
- Listening in a group activity
- Fluent reading
- Use of technology as an alternate presentation mode
- Name recognition

Predictable Chart Writing is the context for core word practice.

"me"  "see"  "good"  "help"

"like"  "want"

"Predictable Chart Writing is the context for core word practice."

SAMPLE Shared Writing Lesson Example: TELL ME CURRICULUM  Book 2

<table>
<thead>
<tr>
<th>LESSON 2 at a Glance</th>
<th>Activity</th>
<th>Materials You Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting the Stage</td>
<td>Review story core words (say &amp; repeat) Review title</td>
<td>Pocket chart Word_symbol cards</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Begin sentence dictation w/2 adults + 2 children Read back sentences using SGDs Find an 'a'</td>
<td>Predictable chart with title &amp; carrier phrase (like to ___) Markers Individual SGDs</td>
</tr>
<tr>
<td>Writing</td>
<td>Follow Up Activity Letter-sound song for 'D' Letter Activity: Crayon Rub</td>
<td>Song Board Low tech SGDs with /D/</td>
</tr>
<tr>
<td>12 minutes</td>
<td>5 minutes</td>
<td></td>
</tr>
</tbody>
</table>
Sample: Book 2, Day 2

• **Teacher:** “Let’s WRITE about how we CAN move. Ms. Amy, your turn.”
• **The teacher reads the first part** “I like to _____,” pausing so that the child/adult can finish the sentence with an SGD.
• **The teacher transcribes** the response. “I like to jump.” (Amy)
• **Teacher:** “Let’s READ WHAT we wrote.” The teacher will read 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.
• Letter song
• Letter Activity

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10-day sequence of shared reading & shared writing lessons.

Literacy activities used to teach language.

Infusing Core Word Practice into the Preschool Day

Why Infusion Activities?
To provide for multiple opportunities to practice core words

“I can do it.”

“I see that.”

To give teachers the flexibility to select what works for their classrooms

Classroom activities are the context for core word practice.

“like”

“me”

“see”

“good”

“help”

“want”

Arrival Time

• Sign announcing Book of the Week
• Songs for segmentation, rhyming, letter-sound correspondence, etc.
• Search arrival area for the Special Letter.
**Circle Time**
- Introduce core words
- Say & Repeat
- Modify songs to allow for children to say (or use SGD) core words
- Search for Special Letter in Circle Time

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

**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

**Centers: Buried Treasure**
Story-related toys in rice/sand. Prompt children to find the toys and practice saying core words.

- "I found _____.
- "YOU found ______.
- "I SEE a ___.
- "WHAT DO YOU HAVE?"

**Centers: Vocabulary Sort**
- Who has fruit in their snack? "I do" with chart of fruit/no fruit
- Who has an animal at home? "I do" with chart of animal/no animal
- WHAT is your snack in? "I have bag/lunch box" with chart of bag/lunchbox
- WHAT are YOU drinking? "I drink ___" with beverage chart
Centers: Vocabulary Bingo

- Core words are made into laminated Bingo-type game board.
- All Turn It spinner is set up with the same vocabulary.
- Children can be helped to activate the spinner, say the word that they get, and cover it on the game board.
- They can label each word again at the end before finishing the activity.

Here Are My Hands: Flower Craft

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

Cooking

The Lunch Box Surprise: Noodle Name & Fruit Salad

Go Away Big Green Monster: Lotto

Games with Rules

Core Language Matching

- Using the symbol set/system from their SGD, children can match symbols-to-symbols for core words.
Centers: Alphabet Book

- Children co-author small alphabet books (e.g., “S is for __________”).
- Provides experience with:
  - Writing their names conventionally or with stickers, or symbols.
  - Phonological awareness: Identifying pictures with the initial sound.
  - Reading the book back when finished.
  - Using core words (e.g., get, I, you, help).

Centers: Collage Building

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

Reading: Direct Instruction

- Letter Sound Correspondence
- Sound Blending
- Phoneme Segmentation
- Decoding
- Guided Reading
- Sight Word Reading

Based on Cunningham, 2000; Erickson & Koppenhaver, 2003; Light & McNaughton, 2008

Goodbye Time

- Review the sign announcing weekly core words.
- Review QUICK QUACK QUESTIONS Chart.
- Search the signs in this classroom area for the Special Letter
  - Talk about the sound it makes.
- Chants or songs with core words.

Parental Involvement

Working with Families to Support Carryover

Centers: Alphabet Book

Other Alphabet Activities/Games

Reading: Direct Instruction

Goodbye Time

Parental Involvement

Working with Families to Support Carryover
Share Packets

- Weekly materials that include:
  - Info on the book and core words
  - Word cards
  - Suggested strategies and activities

Packets for Weeks 1 & 2

- Introduction to the curriculum
- A list of core words for the book; Symbols for the core words
- Activities to do at home
- A short note from the teacher
  - How the child is making/using manual signs
  - Where the new vocabulary is on his/her AAC device
  - Word approximations the child uses for that week’s core words

Week 1: Awareness

- Building awareness of how the child communicates using multiple modalities
- Differentiating between what the child ‘CAN’ do & what he/she ‘DOES’
- Skill Building:
  - Introducing the concept of modeling the AAC system
  - Basic concepts in eliciting language
- Teacher note

Week 2: Skill Building

- Continuing to focus on modeling core words
- Using the AAC symbols for core words
- Building language facilitation skills
- Specific activities
  - E.g., Collage, mini book
- Additional resources
- Teacher note
### Activities

**TellPic**
- Device: iPad
- Company: Chadwick Cook
- Cost: Free
- Description: Allows user to record a message and combine it with a photo. Photo with audio recording can be emailed.

**If You’re Happy and You Know It**
- Device: iPod
- Company: Kids Game Club
- Cost: Free
- Description: Interactive animated book and activities for toddlers and children of all ages.

**AutismApp**
- Device: iPod, iPad
- Company: Studio Emotion Pty
- Cost: Free
- Description: Teaches emotions and their respective expressions.

**123 Color HD: Talking Coloring Book**
- Device: iPod, iPad
- Company: Steve Glinberg
- Cost: $.99
- Description: Color, draw, paint, use stamps, stickers, add voiceovers. You can even use your own photos to.

### Parent Report

Please complete the following checklist and return to school on _____ so that we can use your feedback to guide our instruction.

1. My child used some core words this week by using his/her (circle one)
   - Natural speech
   - Augmentative device
2. My child showed interest in participating in this week’s activities.  **YES**  **NO**
3. My child repeated core words after hearing the words.  **YES**  **NO**
4. My child spontaneously used core words.  **YES**  **NO**
5. This was difficult for this week.  **YES**  **NO**
6. I have a question about:  ___________
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

Thank you!

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