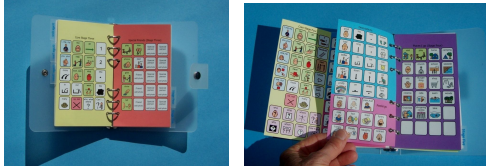


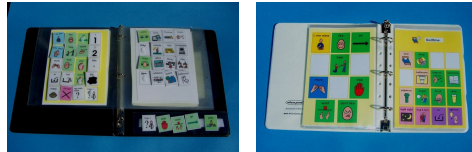
The Things We Use:

The Ace Center Book :



The Things We Use:

Low Tech Books:



The Things We Use:

Mid Tech Devices with 32 and 128 cells



The Things We Use:


High Tech Devices -



3rd grader with autism: Starting with a low tech book
Core Stage 1 Vocabulary: snack

Core Stage One		

Teacher Modelling - VERY IMPORTANT



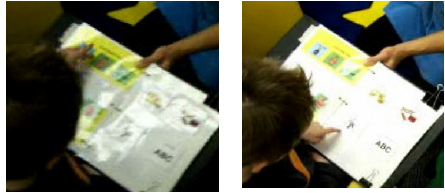
Core page Fringe page

Kindergarten student: Adapting a low tech book
Core Stage 1 Vocabulary: snack

Core Stage One		

granola bar	chips
chocolate milk	crackers
animal crackers	apple juice

Student Chooses



Core I in the Classroom - Preschool

			one
			two
			Can I ...

blocks	can	animal	like like	cookies	cookies
book	slow	hat	up	pretzel	card
count	up	down	good/better	one	fish crackers
crash	happy	spout	don't like that	cheese slices	uh-oh

Core I n the Classroom

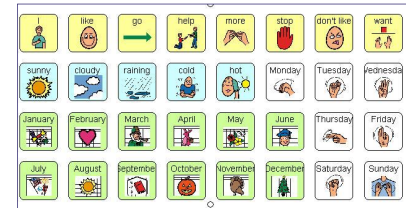



Core I n the Classroom



What I learned from Kristen's teacher:

I wanted Core: she wanted Academics








Kristen: Nonverbal TMR who has used sign until now
Midtech solution with core vocabulary


Academics


Notice:
1. Poor attention
2. Poor understanding of picture meanings
1. Poor inclusion


Friday 

Friday 


Friday 


Friday 









Kristen: Nonverbal TMR who has used sign until now
Midtech solution with core vocabulary


Friday 

Friday 



Friday 

Friday 





Kristen: Nonverbal TMR who has used sign until now
Midtech solution with core vocabulary



What I learned from Kristen's teacher:
I wanted Core: she wanted Academics

I	like	go	help	more	stop	don't like	want
sleep	cold	hot	friend	Alex	LEXIE	Kaitlyn	drink
tired	sick	hurt	classmate	mom	Kristen	Kasy	bathroom
happy	sad	angry	sister	Mr. Paulina	Mrs. Pat	play	food


Kristen: Nonverbal TMR who has used sign until now

Making it fun with Core and Friends

Notice:

1. Increasing Attention
2. Easy understanding of concept placement
3. Good inclusion
4. Greater amount of conversation

(I-go-stop- happy- tired-play-eat-more)



Maddie: Fun with Verbs

Go	stop	run	walk
eat	drink	read	sleep



Maddie: A student with Autism
.....It's all about the verbs

Mid tech device with two hits for GO

Notice:

- 1. Lots of fun
- 2. Lots of action for a few cells
- 3. Good engagement



Maddie: Fun with Verbs



Maddie: Fun with Verbs



Maddie: Fun with Verbs



Maddie: Fun with Verbs



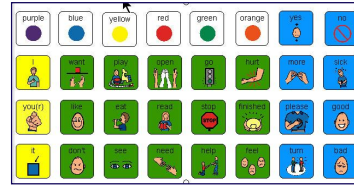
Maddie: Fun with Verbs



Maddie: Fun with Verbs



Joey's Board

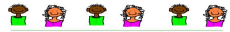


Joey: A boy with autism learning language concepts

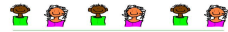
Mid tech device with 32 cells

Notice:
Learning verb meanings
Learning motor patterns
Single page design





This time he got it!





I want eat green.



And he gets the Green!



The high tech device

Vantage Device out of the box - lots of vocabulary for a student with intact language skills


The high tech device

Proloquo4- lots of vocabulary-less access options


Autism and the high tech device

Unity 1.5 - Core + Fringe Single Hit Single page design

Maddie : Single Page Design + Motor Planning + speech output

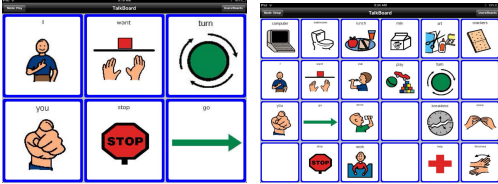


Maddie : A student with Autism
High Tech – simple setup



The Flexible iPad

TalkBoard – Simple Core for Classroom Use



The Flexible iPad

Go Talk Now - A Powerful but Simple Tool for Core

The screenshot shows a grid of icons for communication. The icons include: a person (Me), computer, food, drink, I, you, work, help, and a tutorial button at the bottom. Each icon is accompanied by a small image or text label.

Jeffrey: Life and Death Core

Auditory scanning - custom user PRC

Notice:

- Ability to switch topics easily
- Really hard to do
- Each word must pack a punch

The screenshot shows a grid of icons for communication. The icons include: a person (Me), computer, food, drink, I, you, work, help, and a tutorial button at the bottom. Each icon is accompanied by a small image or text label.

Core For Written Communication

The screenshot shows a whiteboard with a grid of words categorized by parts of speech. The categories are: Nouns, Verbs, Adjectives, Prepositions, and Pronouns. The words are arranged in a grid and include: I, can, fly, again, busy, around, at, a, school, yes, it, am, read, new, best, in, the, bridge, me, you, learned, NEW, on, for, colors, make, they, will, see, today, walked, tracks, please.

Core For Written Communication



Core For Written Communication



Core For Written Communication

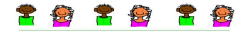


Core For Written Communication



What the students wrote:

Yesterday I ate Funyons
You go shopping.
We paid money.
Yesterday we ate Skittles
They counted with money.
I tasted crunchy Cheese-Its
Yesterday we bought food.
I eat chips.
They go shopping.
We counted money.



Integration of AAC - The Hardest Part

8 ideas



Make sure the device is charged and available at all times.

Having the device with the student is the first step.



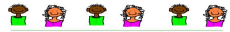
Model use of the device by using it yourself.

- Ask questions on the device and demonstrate how to make sentences and navigate to pages.
- Let other students use it to make choices as well.



Social Greetings:

Give opportunities to use social greetings with peers.



Build in opportunities to answer questions during all activities.

Morning meeting and snack time are two good starting points.



Integrate around and within the curriculum.

- It's school: Teachers need to teach content and the communication has to fit into their plans.



Ask Open Ended Questions

Ask questions that begin with "Tell me" or with Wh- words like *who* and *what*.

- *Tell me where we go next?*
- *What do you want?*
- *What do you need?*
- *Who do you want to work with?*



Stop anticipating what the student wants.

- Allow a little frustration in the day.
- Stand back, say nothing, and give the device to the student.
- Choices can be simple.
(*"I want that."*, or *"Not want."*, *"Go lunchroom."*)



Last Resort: Ask Yes-No Questions.

- Practice language and comprehension.
- Maintain focus
The teacher is likely to call on you and you need to have an answer.


Poll Time

Has this webinar provided you with a guiding concept for providing vocabulary that is usable for you and your students?

Use the chat box for Questions and Comments

Many thanks to
 Chip Clark, Gail Vantatenhove, John Holloran, Birgit Shipman .

.....and all the students of Spotsylvania County.





Resources:


The Ace Center Communication Book -
<http://www.ace-centre.org.uk/index.cfm?pageid=342&47-3048-7290-FF30238E9FA68808>

Vocabulary Lists - Van Tatenhove
<http://www.vantatenhove.com/showfolder.php?id=37>

**Barb Cannon's TTAC Webshop with materials and a research paper on core vocabulary:
 Using Core Vocabulary To Support Nonverbal Students**
http://www.ttaconline.org/staffs_trainings_trainings_info.asp?selWebshop=bcannon15200945932am&selAuthor=bcannon

**Barb Cannon's TTAC Webshop on Literacy for Nonverbal students:
 Home Literacy Experiences of Non-Verbal Students.**
http://www.ttaconline.org/staffs_trainings_trainings_info.asp?selWebshop=bcannon15200945932am&selAuthor=bcannon

Understanding and using Core Vocabulary with devices **Chip Clark**
 contact: Chip - info@assistivetechworks.com or by phone: (703) 307-0744.



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