

DLM™ Core Vocabulary and Communication

Presented by the
Center for Literacy and Disability Studies
University of North Carolina at Chapel Hill



DYNAMIC™
LEARNING MAPS

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DLM™ CORE VOCABULARY AND COMMUNICATION
AGENDA

		Content	Activity
	<i>Introduction</i> 2-3 minutes	Review of Learning Objectives and handouts.	
<i>Section 1</i>	<i>Development and Use of the DLM™ Core Vocabulary</i> 20 min	Explanation of a core vocabulary and the research done to determine the DLM™ Core Vocabulary. Description of how the DLM™ Core Vocabulary list can be applied to students who currently have effective AAC systems and to students who need an effective AAC system.	Use of core vocabulary words to model and expand language.
<i>Section 2</i>	<i>DLM™ Core Vocabulary Instruction</i> 25 minutes	Description of how to introduce and teach core vocabulary words and symbols as well as how to model and	Teaching core vocabulary by modeling its meaning and use.
<i>Section 3</i>	<i>Summary and Resources</i> 5 minutes	Summary of critical issues related to a core vocabulary and a description and link to teacher resources.	
<i>Section 4</i>	<i>Wrap-up</i> 3-4 minutes	Closing information	Dismissal



Description

This guide describes the workshop preparation, flow, video segments, and 2 different learning activities. Facilitators should use the narrated movie and pause when prompted during the movie to facilitate learning activities with your participants. Each learning activity has an activity guide that a description, objective(s), materials and facilitator instructions.

The entire workshop should take approximately 45 minutes when presented to a group.

Setting up:

✦ Equipment:

- Presenter's computer with movie version of the *DLM™ Core Vocabulary and Communication* module. The movie version of the module should be accessed at the Dynamic Learning Maps™ Professional Development website and reviewed well before this training.
- LCD Projector with speakers or sound system
- Chart paper, white board or some other way to record participant responses.

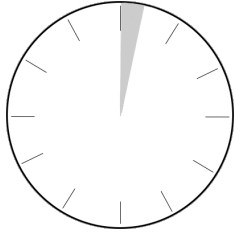
✦ Training Materials:

- Agenda
- Handouts and Worksheets
 - Core Vocabulary Layouts - Handout 1
 - Defining and Using Core Vocabulary Words - Handout 2

✦ Learning Objectives:

1. Participants will review the development process of the DLM™ Core Vocabulary.
2. Participants will discuss uses for the DLM™ Core Vocabulary for students who require augmentative and alternative communication.
3. Participants will learn about and apply vocabulary instruction strategies to 3 core vocabulary words.

Introduction



- Approximately 2-3 minutes
- **Greet participants**
- **State the title of the module and briefly review the learning objectives**

“Welcome everyone. The topic of today’s presentation is the DLM™ Core Vocabulary and how this can be used to support students who require augmentative and alternative communication or AAC. During the next hour, we will be reviewing how the DLM™ Core Vocabulary was developed, how it can be used with students who need AAC, and how to teach core vocabulary words and symbols.”

- **See who is in your audience.**

“As we get started, I would like to know a bit about who is here today. Raise your hand if you are a classroom teacher. How many of you are speech-language pathologists? Are there any occupational therapists here today? Physical therapists? Teaching assistants? How about school psychologists? School administrators? Did I miss anyone? (Ask anyone who raises a hand to say what job he/she does).”

- **Review list of handouts.**

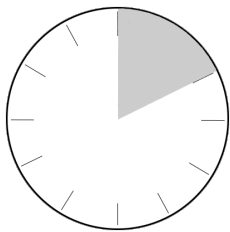
“I’m glad all of you could be here today. We will begin the recorded presentation in a few minutes, but before that, please take a moment to review the handout packet you received. You should have a copy of the following documents:

- *Today’s agenda*
- *Modeling & Expanding Core Vocabulary – Handout #1*
- *Teaching Core Vocabulary – Handout #2”*

- **Make sure everyone has all of the handouts and start the module.**

“Does everyone have a copy of each of these? (Supply extra handouts to anyone who needs them). You need these handouts for the 2 learning activities we will do during today’s session. Does anyone have any questions? (Pause to see if there are questions and respond as appropriate). If there are no (more) questions, let’s go ahead and get started.”

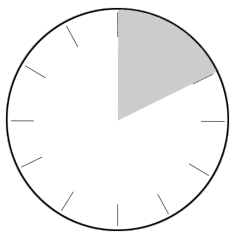
Section 1 – Development of the DLM™ Core Vocabulary



- Approximately 10 minutes
- Start the video and let it play.
- At the 9:46 time marker you will see a message on the screen to pause the movie for Activity #1.

“We’re going to pause the module for a few minutes now to complete Activity #1. Find the handout that is entitled Modeling & Expanding Core Vocabulary. We’ll use the vocabulary on this handout to practice language modeling and expansion.”

Learning Activity 1 – Modeling and Expanding Core Vocabulary



- ◆ Time Requirements: 10 minutes
- ◆ Materials
 - Core Vocabulary Layout – Handout #1
 - Chart paper, white board or chalk board to write down participant comments
- ◆ Objectives
 - Participants will use a core vocabulary layout to model and expand language in hypothetical classroom activities.

✦ Facilitator Directions

1. Ask participants to locate the Core Vocabulary handout.

“Please find your handout for our 1st activity. The title is Modeling & Expanding Core Vocabulary.”

2. Tell participants that they will use the core vocabulary on the handout to model and expand language in one or two hypothetical classroom activities.

“Take a look at the handout. On the first page you have 32 core vocabulary words. We are going to work together to see how you could model the use of these words in a shared reading activity, and how you could expand a student’s use of one or more of the words.”

3. Use the core vocabulary layout during a shared reading activity.

“If you were sharing a book with a student, think about how you could model the word, like. You might point to something on a page then point to the word as you say, ‘Do you LIKE that?’ The student may or may not respond. If the student choose the word, like, you could then expand it by saying, ‘I like it too’ while pointing to the core words, I and like. If the student did not respond, you might say, ‘Maybe NOT’ while pointing to the word, not. Do you have any ideas about how you might model the word, want while sharing a book?”

Discuss participant responses. If no one volunteers to share, ask participants to think about what a student might WANT during a shared reading. For example, a student might want a particular book, to see or hold the book, to turn the page, something on the page, or even to be finished.

Discuss how to model the core word, want, and expand that language (e.g., Responding by pointing to I and want as you say, “I want that too”).

4. Use the core vocabulary layout during an art activity or during a science unit on recycling.

“Now, spend the next 4 minutes working with a partner. Think about how you could use these core words in either an art project or a science activity involving recycling. Remember that you are thinking about ways you could model these words as well as ways you could respond to a student’s use of the word by expanding or adding another one of the core words to it.”

5. After 4 minutes, bring everyone back together as a group. Ask participants to share how they modeled the use of the core words for an art activity and then for the science recycling activity. Also ask for examples of how they expanded language. Be sure to write down the modeled words and expanded phrases so that everyone can see.

“Let’s come back together now and talk about how you used the core words to model and expand language. Can someone tell me what types of messages you modeled during the hypothetical art activity?”

Write down the word and context in which it was modeled so that everyone can see. Try to get examples of 3 or 4 words for art then get examples from the recycling lesson.

“Can anyone share how they expanded language using the core words? For example, if a student selected NOT during an art activity how might you expand that?”

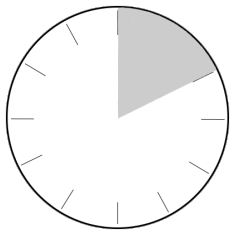
Write down the examples participants provide. After everyone has shared, look back at the examples to determine if they used the words to ask questions, comment, label, request, or complete some other communicative function.

“Let’s look back at the examples. What are all the communicative functions you were able to model or expand?”

6. After 3 minutes, wrap up the discussion and continue the movie.

“Thanks for sharing your ideas for modeling and expanding language use core vocabulary words. Let’s get back to the movie now to learn about how to teach core vocabulary words.”

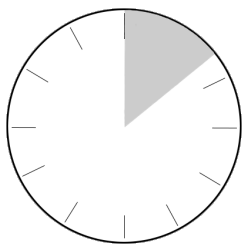
Section 2 – Vocabulary Instruction



- Approximately 10 minutes
- At the 20:30 time marker you will see a message on the screen to pause the movie for Activity #2.

“We’re going to pause the module for a few minutes now to complete Activity #2. Find the handout that is entitled Teaching Core Vocabulary. We’ll use the vocabulary on this handout to practice teaching core vocabulary by constructing multiple sentences that illustrate meaning and use.”

Learning Activity 2 –



- ◆ Time Requirements: 7 minutes
- ◆ Materials
 - Using Core Vocabulary– Handout #1
 - Chart paper, white board or chalk board to write down participant comments
- ◆ Objectives
 1. Participants will consider multiple definitions for 3 core vocabulary words.
 2. Participants will use core words to compose simple phrases and sentences to illustrate the meaning of a word.

✦ Facilitator Directions

- 1. Review the video participants just saw, highlighting the teacher’s use of the target vocabulary word in multiple ways, and use of known core vocabulary words with the new word in phrases and sentences that illustrate the meaning.**

“You just saw a video of a teacher working on core vocabulary instruction. She used a wall-sized version of her students’ core vocabulary layout to locate and show the target symbol. To demonstrate the meaning of the new word, the teacher combined it with known core words to compose sentences. The teacher also used the core vocabulary word in a variety of ways so that her students had an opportunity to learn the multiple meanings of the word while they had many opportunities to practice using it.”

- 2. Ask participants to locate their handout**

“Look for the handout for Activity 2. The title is Defining and Using Core Vocabulary Words.”

- 3. Explain the activity.**

“This handout has 2 pages. The first page shows a grid containing 32 core vocabulary words. If you were using these words with your students, they could be paired with symbols such as Mayer-Johnson’s Boardmaker Picture Communication Symbols, Widgit Symbols or News-2-You Symbolstix, but for this activity, they are simply shown in text.

Work alone or with a colleague to come up with simple sentences for one of the 3 target words, turn, look, or like. Use the core words in the 32-location grid shown on page 1 to create phrases or sentences that illustrate the meaning of the target word. For the word, mine, you could combine the core words, it + is + mine, and then point to something that belongs to you. Try to think of 2 or more phrases or sentences for the word you select, and be prepared to share your work with the group.

You have 2 minutes to complete this portion of the activity.”

- 4. Bring the group back together and ask participants to share their phrases and sentences. Spend approximately 3 minutes on this portion of the activity. Make sure to write down what participants share so that everyone can see it.**

“Can I have your attention? Let’s come back together as a group and spend the next 3 minutes sharing the phrases and sentences you developed. We will start with the word, turn. Who wants to share a phrase or sentence that demonstrate the meaning of turn?”

Encourage participants to think of sentences for all of the meanings of turn they contributed.

Examples might include – turn on, turn up, I want turn, turn here

Repeat this sequence for the words, look and like.

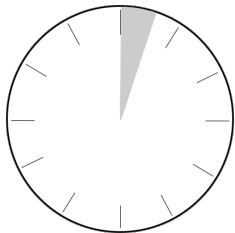
Examples for look might include – it look different, look here, look out, I want look

Examples for like might include – I like you, she look like you, make like mine, I not like go

- 5. After 3 minutes, wrap up the discussion and continue the movie.**

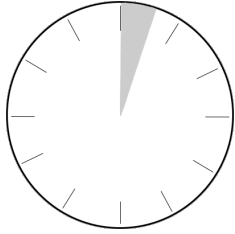
“Thanks so much for sharing your phrases and sentences. Now, let’s watch the conclusion of this module.”

Section 3 – Summary and Resources



- Approximately 3 minutes
- Continue the movie and let it play to the end. The movie will end at the 22:09 time marker.

Section 4 – Closing



- Approximately 2-3 minutes
- Wrap up the session. Have participants complete any final paperwork that is needed (e.g., an evaluation, sign out to document attendance, etc.)

“That completes the DLM™ Core Vocabulary and Communication module. Thanks for your attention and participation.”



I	he	not	go	make	more	here	in
you	she	want	like	put	finished	what	out
it	is	stop	help	same	some	where	on
mine	do	turn	look	different	all	who	up

Directions: Use the core vocabulary on the first page. Work with a partner to think of how you might model the use of these single words in an art activity or a science lesson about recycling. Write a brief description of how could model each word. If your student chose one of these core words, how could you expand it to a phrase using another core word? Be prepared to share your work at the end of the activity.

Circle the activity you choose for your context.

Art Project OR **Science Lesson on Recycling**

Core Word	How could you model it?	How could you expand use of this word?



I	he	not	go	make	more	here	in
you	she	want	like	put	finished	what	out
it	is	stop	help	same	some	where	on
mine	do	turn	look	different	all	who	up

Directions: Consider the following three core vocabulary words: *turn, look, like*.

Work alone or with a colleague to combine one of the target words with one or more additional core words to create a phrases or sentences that illustrate meaningful use of the target word. Be prepared to share your work with the entire group.

	turn	look	like
1.			
2.			
3.			



Name: _____

Date: _____

1. A core vocabulary typically contains many nouns that are important to the student who uses the AAC system.

True

False

2. The DLM™ Core Vocabulary research was based on information from the augmentative and alternative communication research, expressive vocabulary required in the DLM™'s Essential Elements and the frequency of words in written English text.

True

False

3. When developing an AAC system for a student, it is best to:
- a. Make sure the student knows all of the symbols and words before you give him or her the system.
 - b. Use mostly new and unfamiliar symbols, so that the student can increase his or her vocabulary.
 - c. Include some familiar words and symbols and some words and symbols that the student must learn.

4. You should not touch or use a student's AAC system because it is his or her voice.

True

False

5. Which of the following word sets has only core vocabulary?
- a. morning meeting, reading, art, lunch, math, PE
 - b. I, like, not, want, you, he, she
 - c. mom, dad, Laura, Xavier
 - d. eat, crackers, cookies, pretzels



DLM™ CORE VOCABULARY AND COMMUNICATION INFORMATION FOR CEU'S

The Dynamic Learning Maps does not provide CEU's for the completion of modules. However, states and/or Local education agency (LEA) are encouraged to use the information provided below to help facilitate the application process required by your state or LEA.

MODULE OBJECTIVES

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2. Participants will discuss uses for the DLM™ Core Vocabulary for students who require augmentative and alternative communication.
3. Participants will learn about and apply vocabulary instruction strategies to 3 core vocabulary words.

AUTHOR BIO'S

Karen Erickson, Ph.D., Director of the Center for Literacy and Disability Studies, is a Professor in the Division of Speech and Hearing Sciences, and the Yoder Distinguished Professor in the Department of Allied Health Sciences, School of Medicine, University of North Carolina at Chapel Hill. Her research addresses literacy assessment and instruction for struggling readers of all ages including those with significant cognitive disabilities. Karen is co-developer of the Tar Heel Reader online library of accessible books for beginning readers, as well as several other assistive and learning technologies. She is a former teacher of children with significant disabilities.

Penny Hatch, Ph.D., is a Research Assistant Professor at the Center for Literacy and Disability Studies, in the Department of Allied Health Sciences, School of Medicine, University of North Carolina at Chapel Hill. Her research includes language and literacy development for students with significant cognitive disabilities and complex communication needs. Prior to earning her Ph.D., Penny worked as a school-based speech-language pathologist, specializing in augmentative and alternative communication and assistive technology.

AGENDA

		Content	Activity
	Introduction 2-3 minutes	Review of Learning Objectives and handouts.	
Section 1	Development and Use of the DLM™ Core Vocabulary 20 min	Explanation of a core vocabulary and the research done to determine the DLM™ Core Vocabulary. Description of how the DLM™ Core Vocabulary list can be applied to students who currently have effective AAC systems and to students who need an effective AAC system.	Use of core vocabulary words to model and expand language.
Section 2	DLM™ Core Vocabulary Instruction 25 minutes	Description of how to introduce and teach core vocabulary words and symbols as well as how to model and	Teaching core vocabulary by modeling its meaning and use.
Section 3	Summary and Resources 5 minutes	Summary of critical issues related to a core vocabulary and a description and link to teacher resources.	
Section 4	Wrap-up 3-4 minutes	Closing information	Dismissal