

Descriptive Teaching Approach for AAC



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Liberator & Centre for AAC and Autism

- Communication device trials
- Technical support for devices
- AAC training
- LAMP training
- LAMP in the classroom training

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Core Vocabulary

Core vocabulary is:

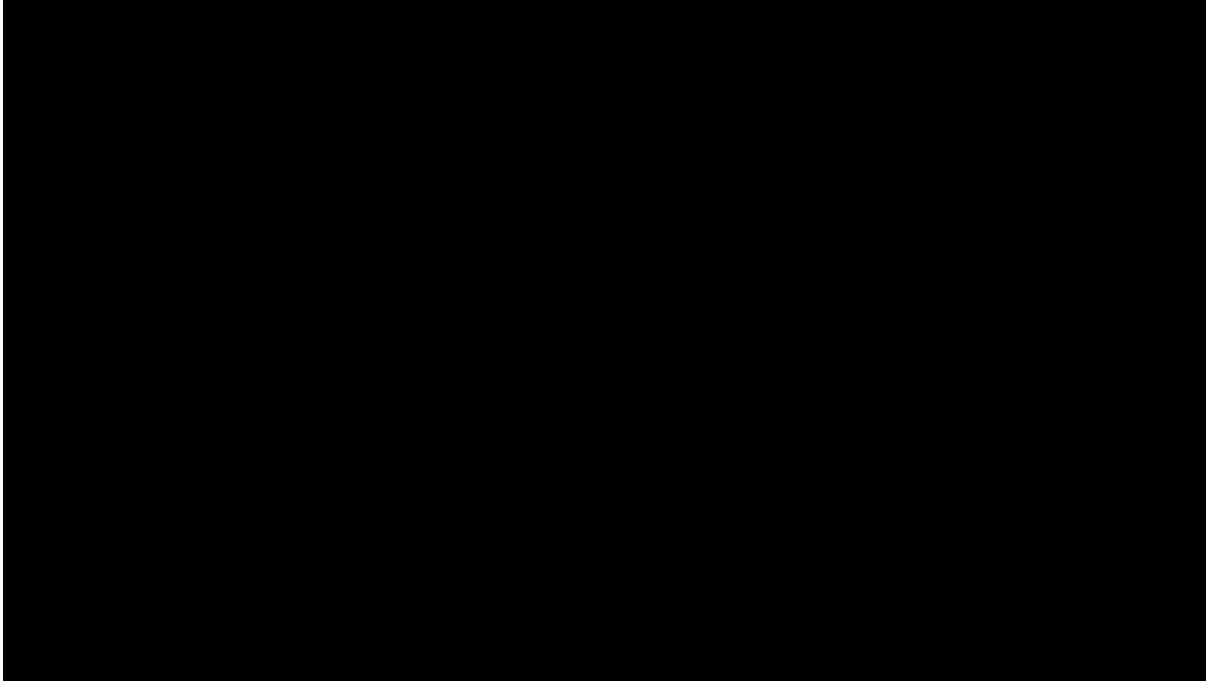
- Common words that are used frequently throughout the day.
- Words that allow people to express a wide variety of ideas with a small number of words.
- Words that have multiple meanings.

Core Vocabulary

Core vocabulary is:

- The foundation for generative language and allows for easy sentence building.
- Words that can be taught in a variety of classroom activities.
- Easily accessible in students AAC systems

Core Vocabulary: [2 Year Old Shopping at Whole Foods - YouTube](#)



What words did he say?

www.menti.com

5167 1078

Core Vocabulary

- Picture producing words RARELY provide communication power
- Early vocabulary samples have very few, if any, picture producing words

I	10
Some	9
Dad 5 / Daddy 4	9
We	8
Got	7
It	7
Need	6
oops a daisy	6
Get	5
Go	5
Is	5
Cart	4
Cold	4
To	4
Can	3
Carry	3
In	3

These 26 core words comprise over 96% of the total words used by **toddlers** (age 24-36 months) in this study...

Word	Percentage
I	9.5
no	8.5
yes/yea	7.6
mine	5.8
the	5.2
want	5.0
is	4.9
it	4.9
that	4.9
a	4.6
go	4.2
my	3.8
you	3.2
what	3.1
on	2.8
in	2.7
here	2.7
more	2.6
out	2.4
off	2.3
some	2.3
help	2.1
all done/finished	1.0
	96.1%



Banajee, DiCarlo, and Stricklin (2003)

Trembath - Australian core vocabulary

Appendix B. A list of the composite frequency of occurrence score and commonality score for each word in the core vocabulary ($n = 283$)

Word	Composite frequency	Commonality score
you	37.84	6
I	37.67	6
the	22.39	6
it	21.95	6
a	20.78	6
no	17.50	6
and	15.39	6
can	15.11	6
that	13.17	6
my	13.00	6
I'm	11.83	6
in	11.67	6
this	11.28	6
me	11.11	6
to	10.78	6
one	10.50	6
do	10.28	6
go	10.17	6
on	10.17	6
have	10.11	6

Word	Composite frequency	Commonality score
see	3.56	6
wanna	3.56	6
because	3.44	5
know	3.44	6
okay	3.44	5
them	3.44	5
at	3.39	6
for	3.28	6
yes	3.17	6
I've	3.00	6
over	3.00	6
all	2.94	6
play	2.94	6
there's	2.94	6
off	2.89	6
want	2.89	6
with	2.89	6
come	2.83	6
mine	2.78	6
need	2.78	6

Referential Teaching

- A referential teaching approach uses topic specific vocabulary and nouns.
- These words are not commonly used in daily life.
- These words may not be available in the student's AAC.

Referential Teaching

Science & Technology: Earth and Space

- Name three planets.
- What is it called when a planet moves around the sun?
- Which planet is closest to the sun?

Descriptive Teaching Approach

- *“Using a descriptive style, the teacher mentions and references the context-specific words, then teaches concepts behind the words using high frequency, re-usable, common words”*
- A descriptive teaching approach uses core vocabulary to participate in and learn the topic.
- These words are commonly used in daily life.
- These words are available in the student’s AAC.

Descriptive Teaching approach

Science & Technology: Earth and Space

- Tell me about the sun?
- Tell me about the moon?
- What do you see in the sky?

Descriptive Teaching Approach

Descriptive
overview

Descriptive Teaching Approach: Gail Van Tatenhove

- Identify and introduce <https://www.youtube.com/watch?v=40p5SToHmzl>
- Teach and talk <https://www.youtube.com/watch?v=0-jL0wTJF2k>
- Review and test <https://www.youtube.com/watch?v=ad6K5N-TprQ>

Descriptive Teaching Approach: The sun

- Identify and introduce: Let's learn about the sun: [Solar System and Beyond | NASA](#)
- Teach and talk: It is **big**. It is **hot**. It is **up** in the sky.
- Review and test: Tell me about the sun.

Planning Example for English: Story Analysis

Content Word	Core Vocabulary Description – Emergent Language	Core Vocabulary Description – Advanced Language
Compare	(what is) same	Talk about what is the same between two things
Contrast	(what is) different	Talk about what is different between two things
Author	(he/she) writes	The person who writes the story
Setting	Place (for) story	The place where the story happens
Plot	What (story) about	What the story is about
Character	Person (in story)	The person or people in a story

(Witkowski & Baker, 2012)

Descriptive Teaching Approach: Lesson Plan - Science & Technology

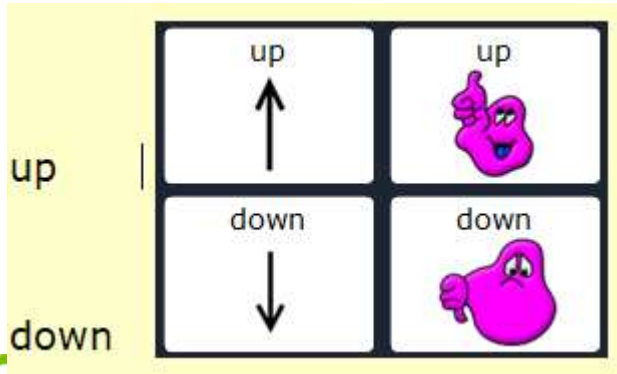
Identify and introduce:

Today we are learning about sink or float: [Sink or Float? - YouTube](#)

- **Up/Down**



Talk and teach



Review and test

put

put



put



in

in




in




up

up




up




down

down









down



Science Lesson: Sink or Float (up/down)

NAME: _____

Record if the object goes up or down

Object	↑	↓	↑	↓
ball 				
pencil 				
bottle 				
fork 				
rubber duckie 				
key 				

Descriptive Teaching Planning

Topic	Core Vocabulary

Descriptive Questions:

- 1)
- 2)
- 3)

Questions?

References

Banajee, M., Dicarlo, C., & Stricklin, S. B. (2003). Core vocabulary determination for toddlers. *Augmentative and Alternative Communication*, 19(2), 67–73

Trembath, D., Balandin, S. & Togher, L. (2007). Vocabulary selection for Australian children who use augmentative and alternative communication, *Journal of Intellectual & Developmental Disability*, 32(4), 291-301

Van Tatenhove, G. (2005, revised 2007) *Normal Language Development, Generative Language & AAC.*



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