

# AT / FYI . . . ©

MN Regions 5 & 7 Assistive Technology Community of Practice

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## Calendar of Events

### 2018-2019 REGIONAL MEETINGS

Benton-Stearns Ed District Office, Sartell MN

9:00 A.M. – 11:30 P.M.

**September 17**

**October 17**

**November 19**

**December 19**

**January 16**

**February 20 (possible project work day)**

**March 20**

**April 17**

**May 15**

### 36th ANNUAL CLOSING THE GAP CONFERENCE

Mystic Lake Center, Prior Lake, MN

September 26-28, 2018

### CHARTING THE CS CONFERENCE

Arrowwood, Alexandria, MN

April 11, 12, & 13, 2019

## AT Information: Listservs

### AT Listserv

The AT Listserv is a wonderful resource for educators who work with students who use technology for learning. Members ask questions, share information, and discuss topics that are relevant to our day-to-day work with students ages birth through 21.

How to Join: To subscribe, visit or send a message with the word “subscribe” in it to the request address, [mn.at@mailmanlists.us](mailto:mn.at@mailmanlists.us) for further instructions.

To Post on the Listserv: Send message to [mn.at@mailmanlists.us](mailto:mn.at@mailmanlists.us). Complete the subject line identifying the topic of your post. Type your message and send it. Remember confidentiality when posting!

## **QIAT Listserv**

The Quality Indicators for Assistive Technology (QIAT—pronounced quiet) listserv is a place to share resources, questions ideas, and problem-solving in an on-going email discussion (there are archives and a website of resources to assist you, too). To sign up, go to the following website <http://qiat.org> and follow the links to join the listserv.

## **AAC Vocabulary**

### **What is Core Vocabulary?**

The AAC Institute defines core vocabulary as follows:

“High frequency vocabulary or Core vocabulary is the relatively small number of words that constitute the vast majority of what is said in normal communication. With a few hundred words, a person can say over 80% of what is needed (Vanderheiden and Kelso, 1987).”

There are approximately 350 core vocabulary words. “Core vocabulary typically is consistent from one person to another, across ages, across environments, and across activities.”

### **What is Extended Vocabulary (Fringe Vocabulary)?**

The AAC Institute defines fringe or extended vocabulary as follows:

“Extended, or fringe, vocabulary can be in the thousands or tens of thousands of words that are used infrequently, but constitute the remaining small portion of communication.”

“Extended (fringe) vocabulary typically is specific to particular environments and activities.”

## **Communication**

To communicate effectively, individuals need to have core and fringe vocabulary. A measure for the use of core vocabulary in effective communication is the AAC Performance Report.

## **Vocabulary Differences**

Core vocabulary includes pronouns, articles, and prepositions. The basic sight words in reading are considered core words.

Extended/fringe vocabulary includes the lower frequency words such as specific nouns.

## Teaching Core and Extended/Fringe Vocabulary

When teaching vocabulary with (or without) AAC, there is a tendency to teach extended/fringe vocabulary. The extended/fringe vocabulary consists of specific nouns and are not abstract. They are easier to represent with pictures and/or symbols. The extended/fringe vocabulary involves those words relating to the daily routine, subject matter, etc. They may or may not be long-term use words. The extended/fringe vocabulary words do not necessarily build the student's receptive and/or expressive language as a whole but are related to current and specific context.

The core vocabulary words are often more difficult to represent with pictures and need to be taught with their multiple meanings.

A team must be involved to teach language using both core and extended/fringe vocabulary across environments and contexts.

## 330 Most Frequently Occurring Preschool Words: The Marvin Sampling

a	black	Dog	going	I	me	our	some	too	we're
about	blue	Doing	gonna	I'll	mean	ours	somebody	top	well
after	both	don't	good	I'm	messy	out	someone	toys	went
again	box	done	great	If	middle	over	something	trees	were
all	boy	door	green	In	mine	paint	sometimes	try	what
almost	bugs	down	guys	inside	mom	people	somewhere	trying	what's
already	but	drink	had	Is	mommy	pet	stop	turn	when
also	buy	duck	hair	isn't	more	name	stuff	turtles	where
an	by	Eat	hand	It	most	pick	swing	two	where's
and	bye	eating	hands	It's	move	piece	tape	um	which
another	call	Else	has	juice	much	play	tell	up	while
ant	came	even	has	juice	must	please	than	us	who
any	can	everybody	haven't	jumped	my	push	that	use	whole
are	can't	everything	He	jumping	myself	put	that's	used	why
aren't	candy	Face	he's	just	Name	ready	the	very	with
around	car	Fall	her	kind	name	really	their	wait	won't
as	catch	Find	head	know	named	red	them	want	would
at	cause	finger	hear	last	need	remember	then	wanted	ya
away	chair	Fire	Hello	leaves	never	ride	there	was	yes
baby	come	First	Help	let	new	right	there's	wasn't	yet
back	comes	Five	Here	let's	next	room	these	watch	you
bad	cookie	fixed	here's	lift	nice	run	they	water	you'll
ball	corn	Fly	Hi	like	no	said	they'll	way	you're
bathroom	could	Foot	High	little	not	same	they're	we	your
be	couldn't	For	Hill	long	of	saw	thing	we'll	yours
bean	cup	from	Him	look	off	say	things		
because	cut	found	His	looking	oh	see	this		
before	day	get	hold	lot	other	she	those		
being	did	gets	home	lunch	ok	she's	three		
bet	didn't	getting	horse	made	old	show	threw		
better	different	girl	Hot	make	on	shut	through		
big	do	girls	house	man	one	side	time		
bird	does	give	how	many	only	sit	to		
birds	doctor	Go	huh	may	open	so	today		
bite	doesn't	goes	hum	maybe	or	still	together		

## Core Reading Vocabulary

### Dolch Words Grade 1:

a	And	Away	big	blue	can	come
down	Find	For	funny	go	help	here
in	Is	It	jump	little	look	make
me	My	not	one	play	red	said
see	The	three	to	two	up	we
where	Yellow	you				

### Dolch Words Grade 2:

an	Are	at	ate	be	black	brown
but	Did	do	eat	four	get	good
have	He	into	like	new	no	now
on	our	out	please	pretty	ran	ride
say	she	so	soon	that	there	they
this	too	want	was	well	went	What
white	who	win	with			

### Dolch Words Grade 3:

after	again	an	any	as	ask	by
could	every	fly	from	give	going	had
has	her	him	his	how	last	know
let	live	may	of	old	once	open
over	put	round	some	stop	take	thank
them	then	think	walk	were	when	

### Dolch Words Grade 4:

always	around	because	been	before	best	both
buy	cat	cold	does	don't	fast	first
five	found	gave	goes	green	its	made
many	off	or	pull	read	right	sing
sit	sleep	tell	their	these	those	upon
us	use	very	wash	which	why	wish
work	would	write	Your			

## **Dolch Words Grade 5:**

about	better	bring	carry	cleat	cut	done
draw	drink	eight	fail	far	full	got
grow	hold	hot	if	keep	kind	laugh
light	long	much	myself	never	only	own
pick	seven	shall	show	six	small	start
ten	today	together	try	warm		

## **Placement of Vocabulary on AAC**

Communication becomes more effective for the AAC user when the most frequently used words are in the most effective location on the device. The device must include single-word core vocabulary, frequently used phrases, and highly motivating extended/fringe vocabulary.

The arrangement of the device layout should be consistent and predictable. Color coding based on the Fitzgerald Key has been used to categorize and efficiently navigate AAC pages. The coding is as follows:

- adjectives/describing words—blue
- negation/emergency—red
- nouns—orange
- people/pronouns—yellow
- prepositions/small words/social—pink
- verbs/action words—green
- wh- question words-purple