(The Speechie Show Ep.17)

Welcome to the Speechie Show! Being a speech language pathologist often means having too much work and not enough planning time. To beat the overwhelm, we’re bringing you the tricks and tools that will make your job a little bit easier.

**Carrie**: Hey everybody and welcome to the Speechie Show. I'm Carrie Clark from [speechandlanguagekids.com](https://www.speechandlanguagekids.com/) and I am here with Denise from Speech Language Pirates. How are you today Denise?

**Denise**: Good thanks. How are you?

**Carrie**: I'm good. So, happy to have you on. We are going to be talking today about how to introduce a new core vocabulary word on a child's AAC device or board. And we are going to specifically share with you some ways that you can use different activities to use the same word to give them lots of multiple repetitions and really learn that word very concretely. So, we're going to be talking about that here in just a minute. If you are new to the show, this is the Speechie Show. We do this once a week over here on Facebook Live. We have audience participation. We do some giveaways here at the end. And we share some tips on one specific topic for speech and language therapy. So today we're talking about AAC and how to teach a new core vocabulary word. So, if you are watching with us live right now, go ahead and type in what kind of AAC apps or devices are you using right now. We'd really love to hear what you're using so we can make sure that we tailor our message to you. Alright, Linda is on and is an SLP in Garden City, NY. Hi Linda, welcome. Ok so go ahead and type in what kinds of AAC you are using and while they are doing that, Denise why don't you go ahead and introduce yourself and your company.

**Denise**: I'm Denise and I'm from [Speech Language Pirates](http://www.speechlanguagepirates.com/). I live right around the corner from Linda in Garden City. I live on Long Island in New York. I work full time in speech language, well in a special education preschool. And I do [Speech Language Pirates](http://www.speechlanguagepirates.com/), also. So, I have a blog and a [Teachers Pay Teachers store](https://www.teacherspayteachers.com/Store/Speech-Language-Pirates). And that's it.

**Carrie**: Now do you just specialize in AAC or do you have a lot of other stuff on your website, as well?

**Denise**: No, I have a lot of other stuff on my website. I previously worked in elementary so I have some for as old as 6th grade, even 7th grade. But now my more recent resources are for the preschool age because that's where I am now. So, it's everything from articulation to AAC.

**Carrie**: Absolutely, wonderful. Alright, ok let's see, Linda says Novochat, Proloquo2 and Peks are the AAC that she's using. Perfect. Ok if you are watching with us live go ahead and type in the type of AAC you are using and don't forget to share so we can share this information with other SLP's, as well. And Tia said she would like to hear information regarding Lamp and she says she's only ever heard about that. You know Lamp is probably one that we could do a whole separate Speechie Show on. Do you do a whole lot of the Lamp program?

**Denise**: Yes. Not to quote a Steve Carell movie, but I do love Lamps! Hahahaha. It is probably my favorite AAC app and it's sort of, the reason I love core vocabulary is because of Lamp. It's what introduced me to core vocabulary and it sort of reinvigorated my own buy in to AAC after tons of apps and Peks and a lot of other things were sort of used, not so great in classrooms. I really love how Lamp works and basically core vocabulary.

**Carrie**: Yeah, so what we are talking about today is going to fit really well with Lamp if we do have a Lamp user out there right?

**Denise**: Yeah. Lamp is basically a philosophy and the people who came up with Lamp have an app, an AAC app that they market. But you can use the principles of Lamp in any manner that you...like low tech to high tech. It doesn't need to just be on an iPad.

**Carrie**: Sure. So, for those of you who aren't familiar with that, Language Apposition Through Motor Planning is what Lamp stands for. And it's the idea plan that if the motor is consistent where if they push this button and then this button and it says this message, that actually helps them acquire language. Am I saying that right?

**Denise**: Yeah. And the analogy that I liked is on your car dash, you can change the radio station to be your favorite pre-set without really looking. You sort of know where those buttons are in relation to the volume dial or the air conditioning vent. So, you don't need to search every time you are driving or else that obviously wouldn't be safe. So, you can keep your eyes on the road, not look at the dash and be choosing your favorite radio stations, just through a motor memory. So that's sort of the same principle.

**Carrie**: Absolutely. Alright so let's see, ok we had somebody else talking about Paks. We'll come back to that one. Ok so since we are already talking about Lamp and that the idea that the buttons are in the same place. Talk a little bit about the core vocabulary concept and why and how that is helpful for children who are learning to use an AAC device or board or system of some sort.

**Denise**: So core vocabulary is a set of words that are found most often in yours and my and typically developing preschoolers and sort of every age range in between and their everyday language. So, they are the words we use most often. So, previous to core vocabulary you may have taught a Halloween lesson and have the vocabulary word jack-o-lantern. Aside from October, how often are you and I saying jack-o-lantern? Not very often. So, it's not so meaningful for students to know that word. At least not in the beginning stages of commenting and requesting. And that's pretty much all that can be done with that. We'll pick on jack-o-lantern...all that can be done with that word is label. I see a jack-o-lantern. The picture card you are holding up to me is a jack-o-lantern. But that's sort of not what our lowest AAC, our youngest AAC users really care to talk about. They want the M&M's in your hand. Or you know they want the sensory toy in your hand. So might as well teach them the word want rather than ball, M&M, all these fringe words that are typically nouns. Better to teach them the verb want or the verb give or give me. Or you know the core vocabulary can give them more and serve them better across more scenarios and throughout their day.

**Carrie**: Yeah, so we've got core vocabulary words which are those words that you are talking about that you can use in a lot of situations for a lot of different things. And then we have fringe vocabulary which is pretty much everything else. So, the words that you are only going to use once a year or when you are only with that very specific object like ball. So, we are talking today about how we can increase their use of core vocabulary because it's going to give them the most bang for their buck. They’re going to be able to do more, say more, communicate more with that very small chunk of words than if you had to teach every other fringe word that they are going to come in contact with.

**Denise**: Predict a toy that a child is going to want in a session. So, you may not have the picture symbol for it or the visual. Or you haven't programmed it on their device or it's a lot tech board that you can't easily print. There is a core vocabulary word that can sort of get that message across without having that specific toy that they just showed interest in for the first time today.

**Carrie**: Yes, exactly, which I feel like we've all been there 'I don't have the Pek for that'.

**Denise**: Yes, exactly!

**Carrie**: Ok so what we're going to do today is then we're going to take one core word and Denise is going to show us five different activities that will use that word to teach it, to practice it, and to give that child an opportunity to communicate even though you are using a lot of different materials. So, she's going to show that for us for the word 'put' today just as an example. But you can use this concept and this idea to work on any of the core vocabulary. But we're going to focus on one word to give you some really concrete examples today. So, Denise, why don't you go ahead and show us your first activity.

**Denise**: Ok so I tried to think of some toys and games that most of us SLP's have for the word ‘put’. So, the first one is Pop the Pig. So, you are going to model 'put' for feeding him the hamburgers. You know ‘put’ it in his mouth. Ok it's your turn you got green. What do we do with the hamburger now. And you can always, I like the toys that you can block so they can't just sneak it in. You have to tell me what we have to do. What do we do with the hamburger, 'put'. Put it in his mouth. And you can also expand the phrase. Put in, I put, you put. So that's one.

**Carrie**: Ok I'm going to stop you for just a sec because I had a thought I want to share. One of the ways I really like to do this, as well, is you know ask them and have them touch the button or the picture on the board. But then I also like to use it when I'm talking to them, as well. So, if I'm saying put, I'm touching put on their board. Or if I am expanding it to 'put in' then I'm going to touch ‘put’ and then I'm going to touch ‘in’ if they've got that on the board as well. So being able to model that, as well, is really helpful.

**Denise**: Yeah so hopefully it's a turn taking game. I always like to take the first turn even though we tend to let the kids go first, I take the first turn so I can model the sentence or phrase or word that I am targeting in that session and hope that they carry over to their turn which is second.

**Carrie**: Perfect, excellent. Ok what's your next activity?

**Denise**: Next one is the Fisher Price piggy bank. So, you have the coins, I will turn it on. But you just 'put' the coins in the hole, in the slot. Again, I work with preschoolers so this kind of busy work, toy of put in toys is very motivating for them. But again, you can just use your fingers and cover the hole so they have to use their word 'put' rather than just you know rapid fire, put the coins in the piggy bank.

**Carrie**: Fantastic. Ok if you guys are watching live and you have any questions about any of these activities, please go ahead and type those into the comments and we're going to do giveaways in just a minute. So, hang tight for a giveaway. Alright what's your third one?

**Denise**: Alright the next one is I have an interactive book kere from panda speech. But you can use this concept with any of those like weather bears or dress for the weather, sort of bulletin board designs. Or you can have a baby doll with clothes. So, what does he need? Alright so he needs his jacket. So, they've found the jacket on the interactive book. Ok but now what do we do with the jacket? We 'put' it on. So again, that's a very motivating activity is the sort of Velcro back and forth interactive book. But they need to tell me what to do with the jacket before they get to do the last step of putting it on. And again, you don't need this particular book. Just anything where they are dressing something. I think there is like a frog one that they dress for the weather. Again, a baby doll, Barbie doll, anything like that.

**Carrie**: Yeah and I was just thinking too, there is the Froggy Gets Dressed book which is not one of those interactive books, I'm sure someone's made one. But you could just have a normal book and say 'ok what is Froggy missing, what does he need, oh his socks. What does he need to do with his socks?' And then use it to say 'put'. Even if there is not an interactive component you could do it with those kinds of books, as well.

**Denise**: Right, anything with clothes again because you put on clothes. Again, you're thinking of the different scenarios that you use the word put and the different context. So, it's not just put on clothes. You 'put' something in the refrigerator. You 'put' something in the pig's mouth. You know it's versatile, the use of these words.

**Carrie**: Yeah you get a lot of opportunities to expand that to 'put on', 'put in', all kinds of different things so that's good.

**Denise**: Again, an SLP favorite is Caribou.

**Carrie**: Nice, anyone out there have Caribou? HAHA

**Denise**: Who wants it. So, before you even start the game you're targeting your words. So, what do you do with the ball, you put it in. And there are six trials of this before you've even started your game. And then if you want to be really mean...where did I put my key...It's your turn, ok you picked this spot. What do you do with the key? You put it in the hole, to open the door. So that's 15 doors and 6 balls so that's 21 trials of 'put' just in a game of Caribou. And you can also when they've found the ball, put it in the blue hole. Expand your sentence. I always call this the blue hole and the yellow hole. So, you can say put in blue vs. put in yellow. If they can differentiate those colors to make a three-word phrase. So that's another put. Counting...

**Carrie**: Yeah was that five? I don't even know...hahahaha

**Denise**: Ok so then again once you've played your game, you're cleaning up, you can 'put' your toys away. We're done playing pop the pig, it's time to go back to class, what do we do with the pig? Put in. Then I keep my little hamburgers in a little sandwich bag so what do we do with the hamburgers that are now on the table, we put those in. What do we do with the bag, we put it in the box. And then where does the box go? We put it in a cabinet or on a shelf, where does it go. Ok now you do it, clean it up for me and put it on the shelf and you can model there. Or they can tell you where to put it if it's somewhere up high. So, you're doing it throughout the whole session. At the beginning of the session when you are just setting up caribou. Throughout the whole session when you are playing and then cleaning up also. You can put the lid on Caribou. Oh, and I do have one more toy. This is new, I just got it. But it's from Learning Resources and I think it's called the Sort and Say Apple. But it opens in the back and has little fruits and vegetables. And it's the same idea as the piggy bank toy but you put the fruit in the top and it makes loud noises, too. Again, you can put in and you can cover the hole to sabotage their trials. So that's another one for put.

**Carrie**: Excellent, I love that.

**Denise**: And then you can put the lid on the apple.

**Carrie**: Awesome. Ok so Tia is asking, she says the communication board that you held up she saw that it seemed that your target word was outlined. We're going to talk about that next, thanks Tia. Alright before we get there though I have a question for you. When you are teaching a new core vocabulary word, do you try to get one session where that's the only word you are focusing on and doing that for the whole session? Or are you mixing it up and working on multiple core vocabulary words?

**Denise**: I'm definitely mixing it up. You know 'I put', 'you put', and then when you are taking turns, 'my turn', your turn'. So, we're not just saying put the whole session because realistically with a verbal child you wouldn't just say one word the entire session. Again, you're not just saying jack-o-lantern, jack-o-lantern all throughout October. So, you probably shouldn't just say put, put, put all session long. So again, just vary your own verbal language and your own modeling of core words. But I would when introducing core words that's sort of new word that I might expect a child to use.

**Carrie**: Yeah so, you're focusing on that one word for your activity but it doesn't have to be the only thing yours says or the only thing you’re using. So now that we have talked about that, hold up your board and show us that word put, if you can see right here it kind of pops. So, what do you have going on there?

**Denise**: Yeah so this is a core vocabulary board that I use or made. I have tabs up here with the tabs up here are mostly fringe vocabulary, but the front does have yes, no, stop, turn. But to use this you can use some of that Elienes tackit to put just this little barrier around the word that you are focusing on, so it's put. Just for the day. Again, if you use the tackit, you can sort of move it around and I have I made a blue version, green version and pink version. So, if you are working on three word phrases and you want to work on 'I put that', or this or there, you can sort of make a pattern. The blue word then the pink word, then the green word. So, they sort of go in that sequence.

**Carrie**: I love that. I love that. So that's just paper right in a square with a hole in the middle and she's outlining the words that she wants to focus on for that session.

**Denise**: Yeah. And ideally it would be laminated so it's nice a sturdy. So, there would be sort of a clear lamination area around here to. But again, it's removable so these words aren't off limits necessarily.

**Carrie**: Yeah. Well then, I think if you had a child with visual impairment, another good way would be to either outline it in black or red. Something that's got a high contrast so they can see it a little bit better. If you are working with one of the VI students who has some impairments with their vision.

**Denise**: Yeah definitely. So even if you don't have this, you can use like washi tape. I have a student who is obsessed with the color orange. So, if you have a fun pattern orange washi tape you can do that. That blue painters tape that everybody has lying around you could use that. Or those little flags that you stick on IP's and stuff that say Sign Here with an arrow, you can use that instead. And that also will take away less of the surrounding words in case those are in use or you know the student does know them already. You're not totally blocking them off. The little sign here flags.

**Carrie**: Perfect. I think that's such a fun idea and you could do that on a device with a touch screen. You can stick that tape on there as well as long as you're not using anything too tacky. That'll work for just about anything.

**Denise**: Yeah, the flags will definitely be good for that too, because they don't make a mark or anything.

**Carrie**: Ok if you guys have any questions about that or how that was working, let us know and type those into the comments. But we are going to move on to our giveaways today. So, if you are new to the show, we do a giveaway, two giveaways every week. I'm going to ask a question here in just a minute on Facebook Live and the first two people to type in are going to win. So, the first person is going to win your giveaway. Denise show us what you are giving away today.

**Denise**: That's one of my core boards. So, it comes with all the tabs and the download also has six barriers in it. Again, a green, a red, and a blue two...I mean not red, pink...two of each.

**Carrie**: Perfect. And where can people find that communication board if they would like to get that and they do not win the giveaway today?

**Denise**: That's in my [Teachers Pay Teachers store](https://www.teacherspayteachers.com/Store/Speech-Language-Pirates). That's Speech Language Pirates on Teachers Pay Teachers. But the short link is gu.gl/npsv7z.

**Carrie**: Alright, and we will put that link into the comments below this Facebook Live video and it will go into the show notes on the [Speech and Language Kids website](https://www.speechandlanguagekids.com/) once we get this video edited and put up there. So, you can look for that, as well. Or just head over to her [Teachers Pay Teachers store](https://www.teacherspayteachers.com/Store/Speech-Language-Pirates) and you can find it there. So, the first person to type in the answer will win her giveaway. The second person is going to win two free months in the Speech Therapy Solution. If you are not familiar with that, that is my exclusive, premium website for speech language pathologists. It's a paid section of my website where you get additional training materials. There's printable activities you can print and go. We just added an SLP survival kit where we'll set you up with a binder or a box that's going to be your backup activities for therapy. We do all kinds of monthly webinars and all kinds of good stuff. So, you can check that out over at [speechandlanguagekids.com/join](https://www.speechandlanguagekids.com/become-a-member/). But we're going to go ahead and do those giveaways right now on Facebook live. If you are watching the recording after the fact you are not eligible to win the giveaway but if you are here with is live, here we go. So, the question is, name one core vocabulary word. So, it's a word that you use for core vocabulary on an AAC board or device. The first two people to type in a core vocabulary word will win our giveaways today. And there is a little bit of a delay. Ok here we go. Tia say's ‘put’. And Joa says ‘put’. So, Tia Tigard you are going to win the communication board. How do you want her to contact you Denise?

**Denise**: You can send me a message on my Facebook page. It's Facebook.com/speechlanguagepirates.

**Carrie**: And Joa you won the two free months in the Speech Therapy Solution. You can email me at Carrie@speechandlanguagekids.com and my assistant, Kena, will get you all set up with your two free months in the membership. Alright, lots of people going in there. We've got go and want and put. Good core vocabulary words guys. Alright well thank you everyone for joining us and Denise thank you so much for coming over today and doing a live with us. Can you tell people where they can find more information about you and all the stuff that you have to offer?

**Denise**: Sure. Well thanks for having me. My website and blog is [speechlanguagepirates.com](http://www.speechlanguagepirates.com/). I'm on Facebook, same name and Teachers Pay Teachers, same thing, [speech language pirates](https://www.teacherspayteachers.com/Store/Speech-Language-Pirates).

**Carrie**: Perfect wonderful. And if you would like help with your tough cases, more resources, more activities, more webinars, head on over to [speechandlanguagekids.com/join](https://www.speechandlanguagekids.com/become-a-member/) and you can see all the benefits of joining the Speech Therapy Solution. Alright thank you all so much. We'll see you next Monday afternoon over on Facebook, on our Facebook page for our next Speechie Show. And have a great week, until then. Bye everybody.

Thank you for joining us today on The Speech Show. We hope today’s tips have helped you feel a little less stressed and a little more confident about your work. If you’re looking for more stress busters and confidence boosters, we’d love to have you join us in The Speech Therapy Solution, where you’ll get access to a huge library of premium training videos and another library of print and go therapy materials. You can also get help with your tough cases by Carrie on the weekly Q&A calls, or by posting in the exclusive Facebook group. Plus, group members can join us for a monthly webinar that can be used for a continuing education credit. Head on over to SpeechandLanguageKids.com/join to check out all the amazing benefits of the speech therapy solution membership. Bye for now.