

5 STEPS Student and Team Educational Profile System

Vocabulary Instruction for AAC users

Targets		
Build language and vocabulary Student will learn the meaning, function, and forms of words. Student will develop larger receptive and expressive vocabulary.	Participation in regular curriculum Student will participate in the regular curriculum. Student will receive developmentally appropriate instruction in the regular curriculum.	Academic skills and concept development Student will increase and apply background knowledge of both the world and of self, strengthen understanding of early concepts, and build stronger schematic representations.
Teaching & Tasks		
<i>Build background knowledge</i> Shared reading, every day. Plan fiction and non-fiction texts related to current and upcoming units. Plan hands-on, tangible, tactile exploration of materials related to the unit and vocabulary. Relate new concepts to the student's ordinary daily life. Take field trips to relevant places. Suggest family explore destinations related to upcoming units, such as visiting a museum before studying ancient civilizations or the zoo or science centre before a biology unit. Watch movies relevant to current and upcoming units, including YouTube, Teacher Toob, National Geographic, Be explicit: "we are watching this video so we can see how life was different for girls during the pioneer era."	<i>Use graphic organizers</i> Using the student's AAC, and with the help of peers, fill in concept webs or bubble maps about we know or are learning about a topic. Continue to refer to these graphic organizers. When you hear something new, point it out and add it to the graphic organizer. Fill in simple timeline graphic organizers to demonstrate first/then for concepts in history and science. Fill in simple life cycle graphics, using AAC to discuss terms <i>Have conversations</i> Discuss new words and terms. Pair these discussions with visuals and hands-on materials. Encourage the student to redefine terms in own language. Make personal associations with new words. Interact regularly and often with new vocabulary.	<i>Use descriptive teaching</i> Define new terms with plain language, high-frequency words Ask questions with more than one answer: "tell me what happens at the chrysalis stage" rather than "what is the 3rd stage of the butterfly lifecycle?" Define something by what it is as well as by what it is not. Make use of opposites and compare/contrast. How is this new word like other words/terms/ideas? How is it different? <i>Describe a robber baron:</i> <i>Poor or rich? Worker or boss? Greedy or likes to share?</i> Focus on the key concepts and critical terminology. <i>Flexible means something is easy to move.</i> <i>Stiff means it is hard to move.</i> <i>Igneous rocks are hard, shiny, and smooth.</i> <i>Sandstone is rough and dull.</i>

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February 2017

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Tools		
AAC system with robust vocabulary Robust core language boards	Graphic organizers: bubble/concept maps, compare/contrast, timelines	White board, markers, to play Password games Step-by-step for social scripts
Testing		
Dynamic assessment: - Ask student to sort words based on whether they are associated or not with a target vocabulary term. Target term: photosynthesis. Sort: <i>green, light, water, plant, frog, leaves, sun, rock, pond, cat.</i> - Offer student two objects and ask to compare/contrast using targeted vocabulary such as “more big, more hard, not shiny”	- Maze or multiple choice test: Planets are (very big/small) A star is (warm/hot/cold) - Cloze or fill-in-the-blank: Photosynthesis is when a plant... Student response might be <i>makes food, make food from sun, get energy from sun</i> - Have the student generate words with AAC to describe a concept. Target term: <i>freedom</i> Student offers <i>I say, I decide, no one tells me what to do</i>	Participation Rating Scale: 1: observes adult model 2: partial physical or hand-under-hand prompt 3: gestural or light-pointing prompts 4: verbal prompt/statement 5: independent Engagement Rating Scale: A: Awareness B: Refusal C: Response D: Engagement, initiation E: Participation F: Attainment G: Mastery
Team		
Webinars/online professional learning resources ASF Communication Training Series, specifically Descriptive Language Descriptive Teaching Method by Gail Van Tatenhove	Vocabulary Development Activities by Gretchen Hanser: Personal Word Connections Word Associate concept map Sensory Web Properties/Relations Concept Map: Bull’s Eye Applause-applause Interviews with social scripts Frayer Web Have You Ever? Word Chain Examples and Non-examples Making Choices	Social media and blogs Angelman Literacy & Education on Facebook PrAACtical AAC, specifically Core Concepts in Core Vocabulary Instruction, Core Words, Direct Vocabulary Instruction and the Emergent Communicator, and Complete Vocabulary Instruction: Ideas and Activities