

# CORE AND FRINGE VOCABULARIES

**Welcome!**

**Please mute your microphones**

**We will start shortly**



## House keeping rules

- Welcome! We're so glad you've joined us.
- If you do have questions- put them in the messages and we can either chat about your query at the time or we'll discuss at the end.
- Please be aware of others in the session
- Be generous – this is a shared session
- Protect your own confidentiality
- Don't share information about other patients from this session outside of the session
- If you need more information please speak to us at the end about an additional support session
- The session leader may not be able to address all questions which arise and may ask you to 'park' questions to be answered after the session.

# Aims of session

To give an over view of what we mean by 'core' and 'fringe'

To show examples of pages with core and fringe

To think of how to teach use of core vocabulary + give practical examples.

# Practical Activity

Think of a fairy tale and then think of  
10 words that will help you to tell the  
story

## Suggested words from previous attendees

### Red Riding Hood

wolf

hood

red

woods

grandmother

girl

### Cinderella

slipper

prince

ball

stepmother

nasty

magic

# Core vocabulary

80% of what we say = 400 - 500  
'core' words



## Every-day phone call

Friend "What would you like to do?"

*Me "I don't know,"*

Friend "Why don't you come over and  
we can watch a film."

22 words

21 core, 1 NON-core/fringe (noun)

# How many words account for 96% of what toddlers say?

mine

24

What?

more

stop

help

that

go

finished

gone

like



# Fringe Vocabulary

Remaining 20% =  
thousands  
and thousands of  
*situation-*  
*specific fringe words*



[ Vanderheiden & Kelso '87]

## **Core Vocabulary**

Small no. Words  
High frequency  
All environments  
All topics  
Lots of different sorts of words  
Approx 80% of the words  
in a sample of 100 total words .  
Used repeatedly, so  
number of different words  
is small.

[www.aaclanguagelab.com](http://www.aaclanguagelab.com)

## **Fringe Vocabulary**

V. Large no. Words  
Low frequency  
Limited environments  
Limited topics  
Mainly nouns  
Approx 20% of the words  
in a sample of 100 words.  
Limited repetition so  
large number of words.

# Fairy tale activity re-visited

Which words for the fairy tale you had , could you use in the other fairy tale?

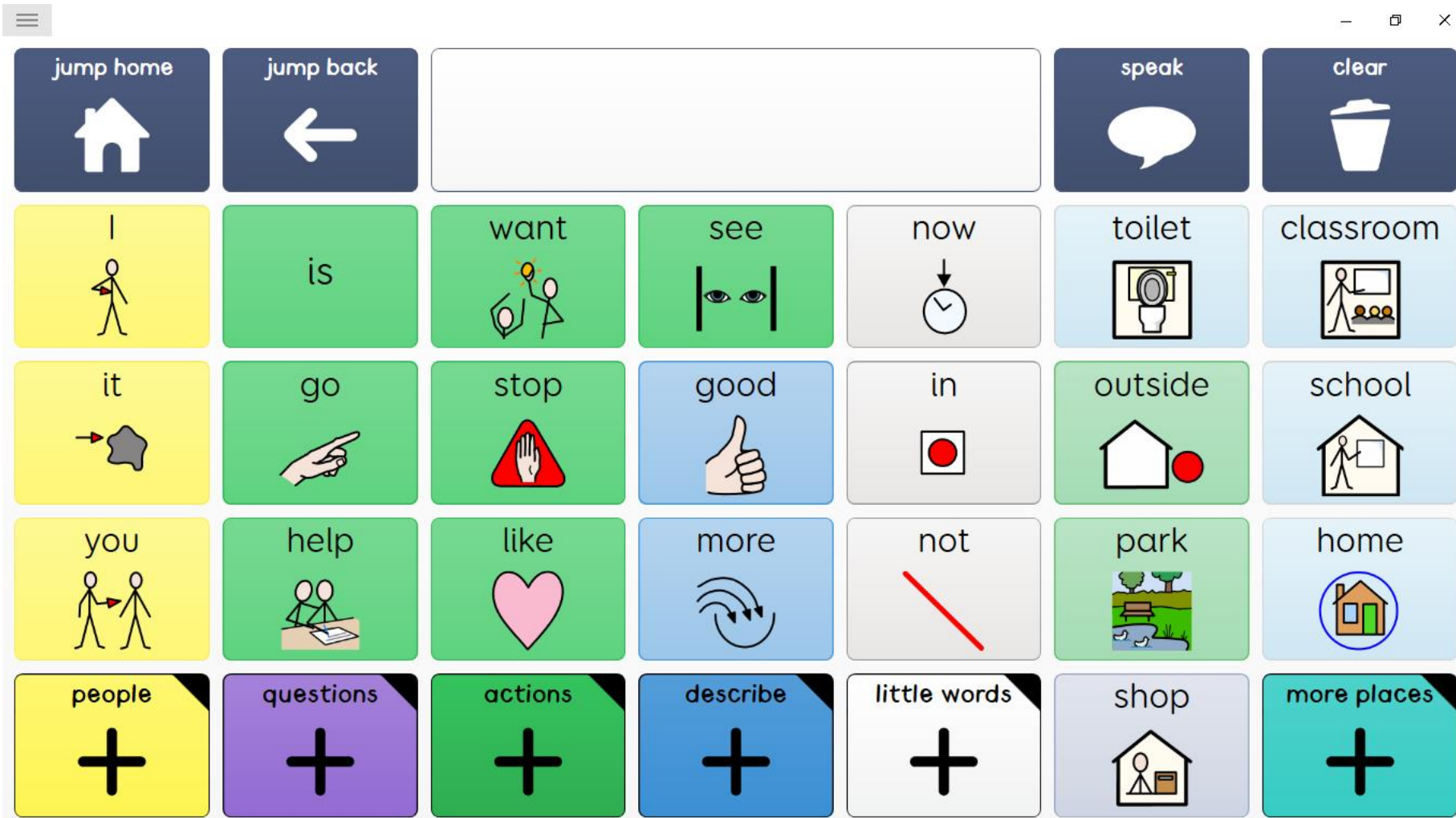
go  
this  
in  
there  
see  
now  
to  
we  
do  
you

want  
open  
happy  
nasty  
girl  
scary  
go/ went  
in  
love  
she

## Why is core so important?

- Building blocks of language
- Serves different purposes- e.g. to request, protest, express a thought, opinion, feeling etc
- It makes developmental sense
- Aids language learning
- Helps you to simplify language
- Motor planning for AAC

# Example of core word board



# Play with Blocks Chart (combination access)

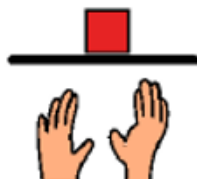
more, again



help



want



like



no, not



red



stop, finished



different



look



wow!



this, that, there



green



I, me, my, mine



you, your(s)



go



uh oh!



question



blue



block



tower



make



big

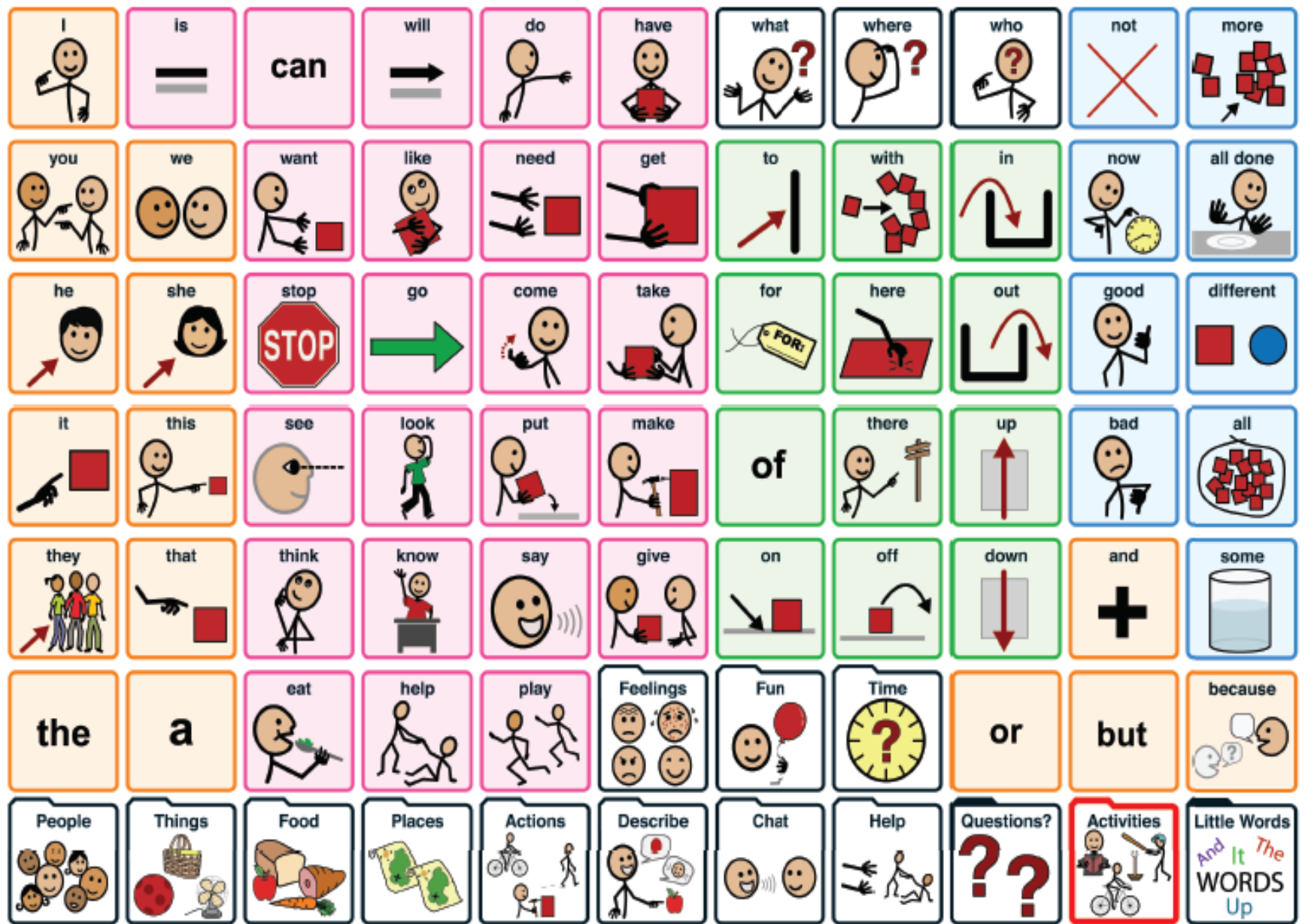


knock it down



yellow







# Let's make some phrases

How many 2 and 3 word phrases can  
you make?

# Phrases for a shopping activity

I



want



find



in



bag



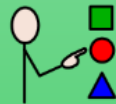
you



stop



choose



clothes



pay



good



like



buy



food



money



more



not



trolley



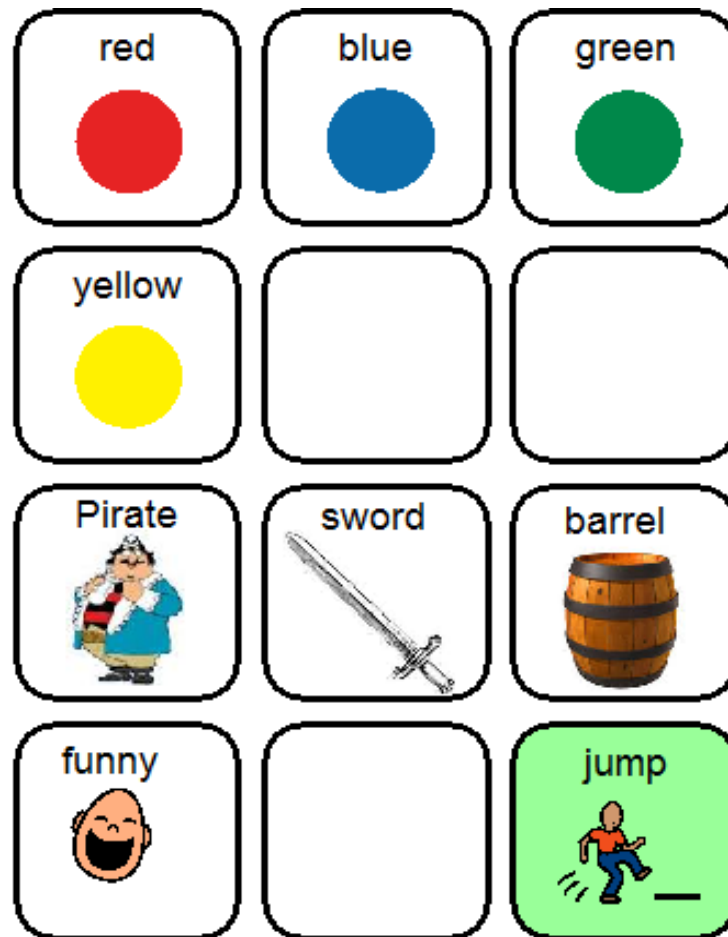
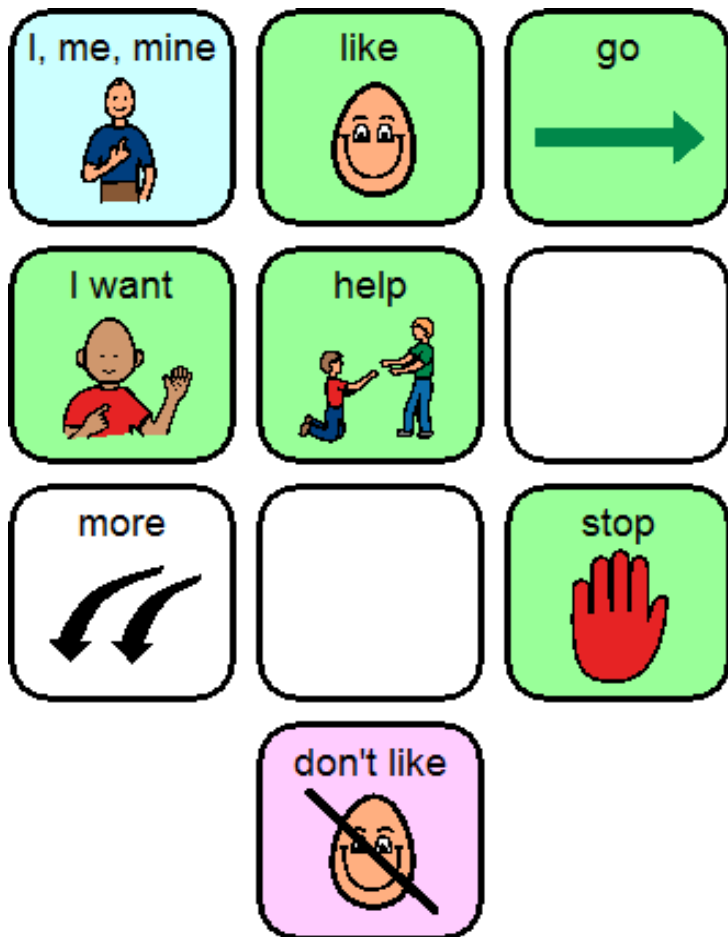
shop



basket



# Pop-up Pirate: Latham Core and Fringe



# Reasons to communicate



# Recap of the aims

To give an over view of what we mean by 'core' and 'fringe'

To show examples of pages with core and fringe

To think of how to teach use of core vocabulary + give practical examples.

# Resources and ideas

**Actions** (verbs related to the topic or activity) for example, breakfast: pour, spill, fill, add, sit, eat, pass, drink.

**Specific words** (nouns related to the topic or activity) for example, breakfast: rice krispies, toast, jam, butter, knife, plate, bowl.

**Describe / comment** (words to talk about the activity) for example, breakfast: hungry, like, don't like, full, more, want, stop, finished, not finished.

**Activity  
, Lesson  
or topic**  
(eg.  
Breakfast)

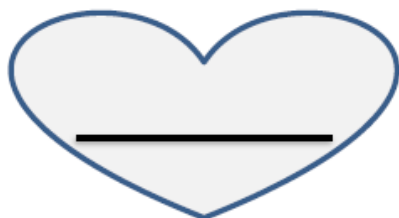
**Quick links** (links to other chat boards / communication book with more vocabulary.)

# Building Language: Where Do I Start?

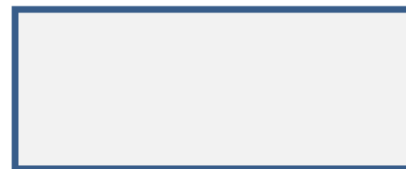
*\*Arrows indicate possible pathways for combining words.\**

Which core word is most naturally associated with that word? If you're not sure, ask yourself, "What do I do with it?" (eat, play, go, make..)

What does the person LOVE?



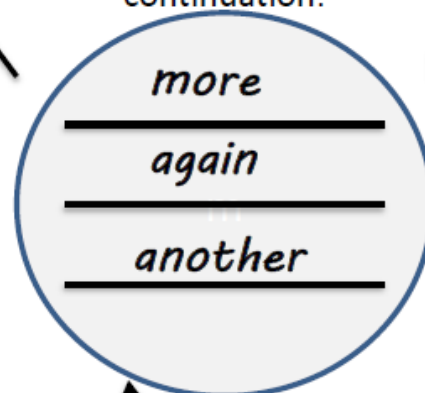
*\*Teach the one of these words first.\**



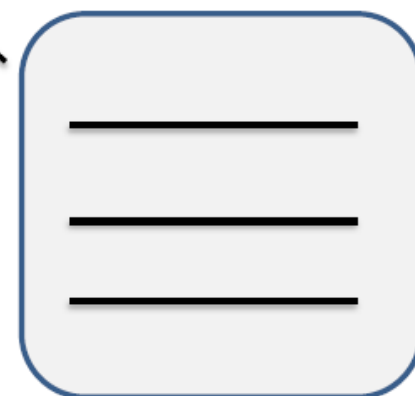
What words can you use to describe the item/activity?



Words to express recurrence/continuation:



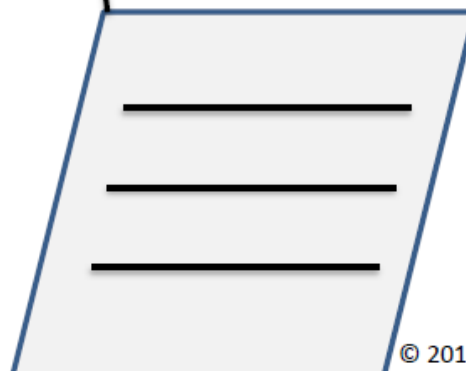
Specific nouns related to the word (i.e. characters, types of cookies..):



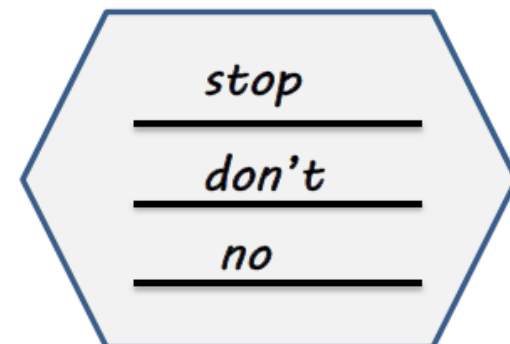
What words/phrases do you use when you talk about this item/activity?



Verbs/actions related to the word:




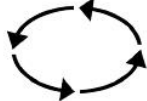










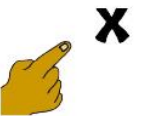



Words used to end an activity or express rejection:





# Resources and ideas

[A Year of Words-Pixons.bm2 \(vantatenhove.com\)](http://vantatenhove.com) – this template could be used to plan which words to introduce when.

January 			
again 	all gone 	all done 	different 
help 	mine 	mine 	more 
not 	don't 	stop 	that 
want 	what 	you 	

**CORE WORD MODELING GUIDE FOR MUSIC**

**GREEN:** just starting out – model single words, with some 2-3 word sentences.

Needs and Wants	<ul style="list-style-type: none"> <li>• me, want go, want, want it, want some, want more</li> <li>• pick, me pick, help, need help</li> <li>• no, not, not that, not want, don't want, not again, all done / finished</li> <li>• stop, stop that, want different</li> </ul>
Getting and Giving Information	<ul style="list-style-type: none"> <li>• like, not like, don't like, listen, hear, not hear, play, not play, play again, play more, wait, stop, go, watch</li> <li>• give, give me, get, get it, get that, get different, I have, I have it</li> <li>• what, what next, what listen to, where, where that</li> <li>• who, who turn, who like, who not like</li> <li>• how, how do, how play, when, when play</li> <li>• ready, pretty, loud, soft, quiet, different, that is different</li> </ul>
Social	<ul style="list-style-type: none"> <li>• my turn, your turn</li> </ul>

**YELLOW:** producing 1-2 words – model 3-6 word sentences and simple inflections.

Needs and Wants	<ul style="list-style-type: none"> <li>• let me pick, I want to pick</li> <li>• I need help, you stop that</li> </ul>
Getting and Giving Information	<ul style="list-style-type: none"> <li>• I want to listen, I listen to it, I want to listen to it</li> <li>• I can hear it, I can't hear it, I can do it, you can do it</li> <li>• get that out, get some more, get those, give those to me, give that one to me, give that one to him, put that one away</li> <li>• come in, you come in now, you come in later, come in together, everybody come in now, everybody watch me, wait to come in</li> <li>• I am ready, I am not ready, are you ready, is everybody ready?</li> <li>• that is different, that sounds different</li> <li>• where is ____, where put ____</li> <li>• who likes this, who likes this best, who is playing ____</li> <li>• how do I play this, how do I use this, help me play this, help me use this</li> <li>• it is [too / very / really] pretty / ugly / loud / soft / quiet / fast / slow / high / low / deep / different / same</li> <li>• play it, play it more, play it loud / soft / quiet / fast / slow</li> <li>• hold, hold until ____, hold for [number], count to [number]</li> <li>• use it, try it, I want to use it, I want to try it</li> </ul>
Social	<ul style="list-style-type: none"> <li>• I want to have a turn, can I have a turn?</li> </ul>

**ORANGE:** producing 3-6 words – model longer sentences, joining ideas, more inflections.

Getting and Giving Information	<ul style="list-style-type: none"> <li>• I want to listen to that, I want to listen some more</li> <li>• when do I come in, when should I come in, tell me when to come in</li> <li>• show me how to play this, show me when to come in</li> <li>• play it loudly / softly / quietly / quickly / slowly</li> </ul>
Social	<ul style="list-style-type: none"> <li>• I like how you sound, that sounds really pretty, you play very well, you sound really good</li> </ul>

Please refer to the full Music Core Word Planner, for more words, whys and ways, as well as extension and literacy ideas.

# Resources and ideas

<https://coreword.assistiveware.com>

# Resources and ideas



The screenshot shows a webpage from the Liberator website. At the top, there is a logo with a green speech bubble and the word 'Liberator' in blue. Below the logo is a blue button with the word 'Go' in white. The main content area is titled 'Use in language' and contains a paragraph about the word 'go'. It then lists several examples of 'go' in everyday speech. Below this is a section titled 'Teaching the word' which provides various ideas for using the word 'go' in different contexts, such as in games, music, and group activities. At the bottom left of the page is the number '30' and at the bottom right is 'CWS\_V4.0'.

**Liberator**

**Go**

*Use in language*

Search for a definition of "Go" on the internet and you will be met with an incredible number of definitions. In fact, the word "go" has so many meanings and uses in English that it can be applied in almost any activity! The most obvious applications are those involving movement but it can also be used to indicate turns, compatibility, attempts and so much more!

Let's look at some examples from our everyday speech:

- Let's go out
- Make it go
- It doesn't go with that
- Go on!
- I want to go
- Give me a go

*Teaching the word*

The word "go" comes with a built-in socially relevant verbal prompt: "ready... steady... go!" which can be modelled in pretty much any activity where something must be initiated...

For those who are motivated by moving toys, bubbles, videos and music, "go" is a great word for them to ask for initiation.

Many PWU AAC enjoy being able to control the behaviour of other people. The word "go" can empower a person to direct his peers to "go" during dancing, movement games or other action games.

A PWU AAC can direct music to "go" during a game of musical chairs.

Use "go" to indicate the start of a race (be that running, egg & spoon, relay or whatever you fancy!).

Encourage use of "go" to reject something or someone by perhaps telling them to "go" away or "go" over there.

During group activities ask, "Who's go is it?" encouraging PWU AAC to reply with my "go", your "go" etc.

During activities requiring matching such as jigsaws, shape sorters, lock and keys use "go" to indicate if something fits together i.e. it "go" in there, it doesn't "go".

30 CWS\_V4.0

Gabrielle (2019) *Teaching Core Words Across the day*. Accessed from:  
<http://www.liberator.co.uk/media/pdf/TeachingCoreWordsAcrossTheDay-2019.pdf>

### CORE WORDS

make, do, put, take,  
on, off, here, I, me,  
my, mine, you, your,  
help, push, it, look,  
like, so, don't, not,  
this, done, soft, hard,  
careful, stop, eat,  
drink, happy, fun, big,  
little, turn, give,  
have, more, a lot, all,  
some, hot, warm, wait

### FRINGE WORDS

dough, names of  
baked goods,  
baking tools, roll,  
out, pour, mix, cook,  
bake, stir, taste,  
sweet, salty, sticky,  
yummy, flat, round

OTHER \_\_\_\_\_

### SAMPLE PHRASES

roll dough  
make ball  
push down  
put in  
take out  
pour in  
I taste  
help me mix  
not done  
sticky dough

### WHAT YOU NEED

baking supplies  
your child's AAC

### HOW TO USE WORD MAPS

Play together & model these words  
or phrases by saying them & showing  
them on an AAC tool. Model the  
words that go along with the things  
the child is most interested in during  
this activity.



**AAC WORD MAP**  
**BAKING**

  
[WWW.AACACCESSIBLE.ORG](http://WWW.AACACCESSIBLE.ORG)

[www.aaccessible.org](http://www.aaccessible.org)

## AAC Modeling: Sandbox Core + Context Systems

### Talk About The Fun!

- I DIG
- MAKE IT BIG
- PUT IT IN
- POUR OUT
- GIVE ME SHOVEL
- WANT DO MORE
- MAKE DIFFERENT
- I FINISHED
- HELP ME
- YOUR TURN
- NEED MORE

### Comment!

- THIS FUN
- FEELS GOOD
- LOOKS COOL
- FEELS FUNNY
- I SIT DOWN
- YOU DID IT
- MESSY
- BIG HOLE
- DIRTY HANDS
- IT FALL DOWN
- LOOK THAT
- THAT SILLY

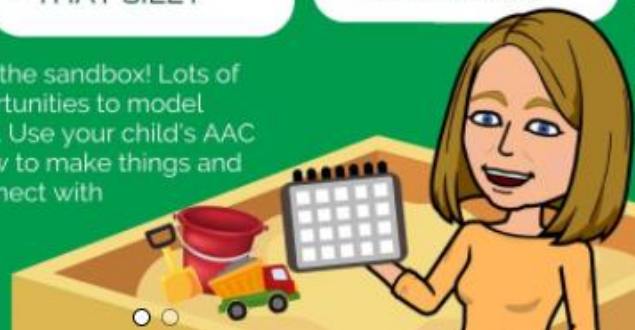
### Ask Questions!

- WHAT MAKE?
- WHO DO IT?
- WHAT THAT?
- WANT HELP?
- WHAT THINK?

### Pretend!

- MY CASTLE
- FIND TREASURE
- MAKE ROAD
- MAKE FOOD

There is nothing better than the sandbox! Lots of sensory fun and many opportunities to model AAC! Enjoy playing together. Use your child's AAC to talk about what to do, how to make things and what you think about it! Connect with your learner and have fun!





# FEEDBACK

**Please complete the 3 mins  
survey monkey**

**[https://www.surveymonkey.c  
o.uk/r/ZKXHQM5](https://www.surveymonkey.co.uk/r/ZKXHQM5)**

# Any questions?