

# TWIN POWERS UNITE READING PROJECT!

Teaching AAC Core AND Dolch Sight Words



# Housekeeping Info

*Click here to expand or collapse control panel*  
*When audience is unmuted, you can click to mute or unmute yourself*  
*Click here to raise your hand*

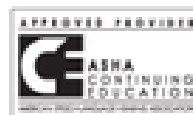
*Download materials*

*Type in here to ask a question, then click send*

The screenshot shows the GoToTraining control panel interface. On the left, a vertical sidebar contains three icons: a red arrow pointing right (collapse), a green arrow pointing left (expand), and a blue hand icon (raise hand). Three purple arrows point from the text on the left to these icons. The main panel has a title bar with 'File View Help' and a 'Sound Check' indicator. Below this, there are radio buttons for 'Computer audio' (selected) and 'Phone call'. A microphone icon is shown with a green indicator. Below that are dropdown menus for 'Microphone (HD Pro Webcam...)' and 'Speakers / Headphones (Realt...'. Further down, it says 'Talking: Lisa Timm', 'Attendees: 2 out of 201', and 'Materials (5)'. A 'Chat' section is visible with a text input field containing '[Type message here]' and a 'Send' button. At the bottom, it says 'Twin Towers' and 'GoToTraining'. A purple arrow points to the 'Send' button.

# ASHA Disclosures

- Maureen Castillo, M.A., CCC-SLP
  - Financial-none
  - Non-Financial – ASHA Member
- Lisa Timm, M.S., CCC-SLP
  - Financial- employee-owner of Saltillo Corporation
  - Non-Financial – ASHA Member, ASHA SIG 12, Iowa Speech and Hearing, USSAAC Board and member



Saltillo Corporation is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech/language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for .10 ASHA CEUS.  
(Beginner level, Professional area)

## ASHA Housekeeping Info...

- Email with post-test within one hour
- Submit within 15 days
- Must stay online the entire time
- Instructions and participation forms are in the materials section

# Who Am I???

**Maureen Castillo, M.A., CCC-SLP**

maureen.castillo@adams12.org

- SLP for 27 years, 17 specializing on AAC in the public schools
- Assistive Technology Specialist Adams 12 Five Star Schools
- Owner/Provider of iTherapy, LLC

# Implementing an AAC Device in the Schools

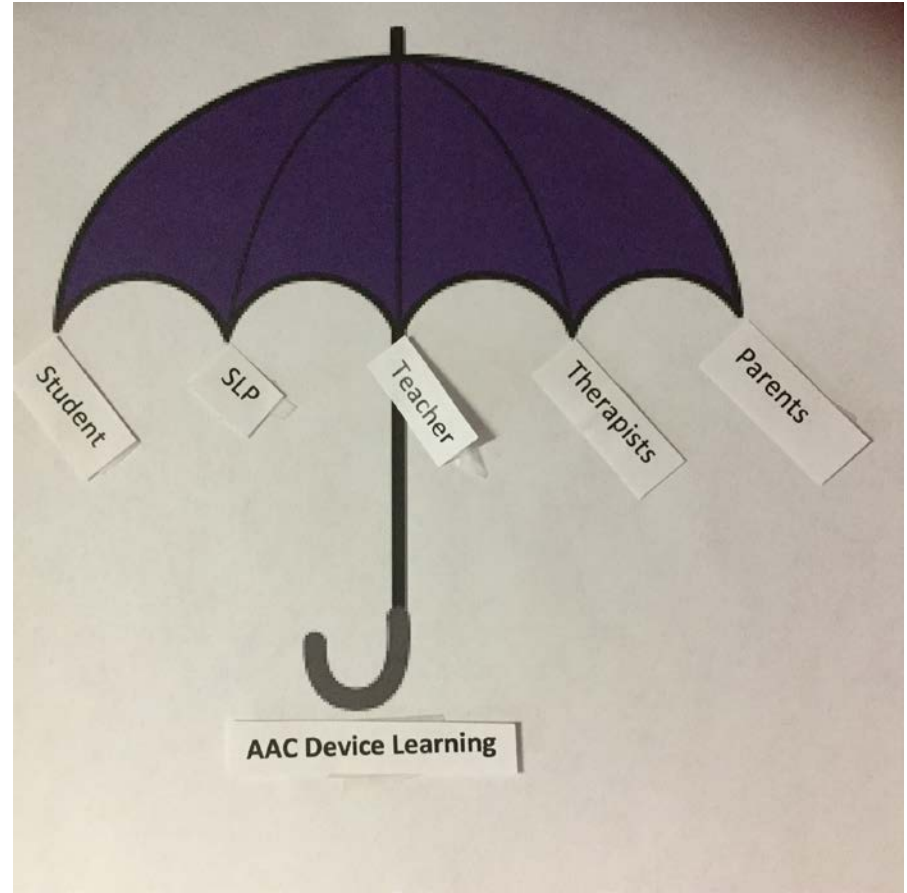
What are the Challenges??????



# Challenge 1: Where do I start? What is the focus?



# Challenge 2: Training Multiple People





# Challenge 3: Generalizing! From Therapy to Real Life!

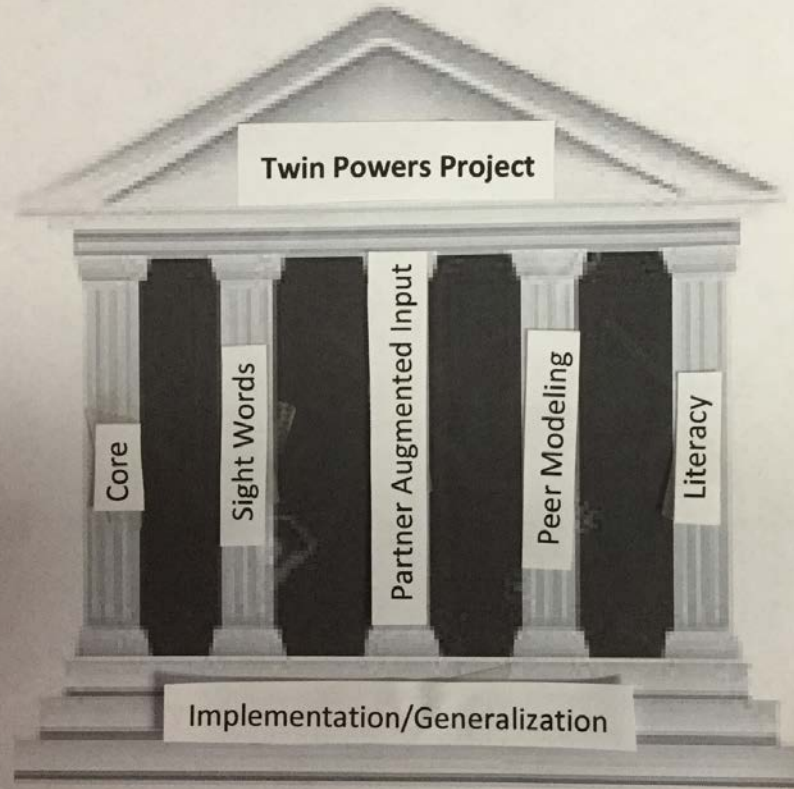
**In School ! At home! With peers!**



# Challenge 4: Including AAC in Literacy

Access to books our students can independently read or share in the reading is a challenge!





**Twin Powers Project**

Core

Sight Words

Partner Augmented Input

Peer Modeling

Literacy

Implementation/Generalization

# CORE Language (Pillar one)

- Small set of commonly used words that support communication and language learning
- 85% of what we say is communicated with only 200 basic core words
- Mostly pronouns, verbs, descriptors and prepositions - very few nouns!
- Consistent across place, topic, and cognitive ability
- For a child to become an effective communicator, either verbally or with the assistance of a device, he/she must master these basic core words

# DLM First Forty

- Dynamic Learning Maps (DLM) and the Alternative Assessment Consortium based on work by Karen Erickson at the University of North Carolina.
- These words are recommended for students who use augmentative and alternative communication (AAC)
- These words were selected from a larger core vocabulary set based on their usefulness in everyday communication and in addressing the DLM™ Essential Elements.

# DLM's™ "First 40"

1.	<b>I</b>	<b>like</b>	<b>not</b>	<b>want</b>
2.	<b>help</b>	<b>it</b>	<b>more</b>	<b>different</b>
3.	<b>who</b>	<b>she</b>	<b>you</b>	<b>he</b>
4.	<b>where</b>	<b>up</b>	<b>on</b>	<b>in</b>
5.	<b>me</b>	<b>make</b>	<b>get</b>	<b>look</b>
6.	<b>what</b>	<b>need</b>	<b>are</b>	<b>is</b>
7.	<b>some</b>	<b>put</b>	<b>all</b>	<b>this</b>
8.	<b>don't</b>	<b>that</b>	<b>go</b>	<b>do</b>
9.	<b>when</b>	<b>finished</b>	<b>can</b>	<b>here</b>
10.	<b>open</b>	<b>turn</b>	<b>stop</b>	<b>over</b>



Center for Literacy &  
Disability Studies

University of North  
Carolina at Chapel Hill



# DLM's<sup>TM</sup> First 40

- Previous slide shows our first 40 suggested words divided into 10 groups of 4 words each.
- The vocabulary selection IS research-based, however, the organization is NOT.
- The grouping of 4 words is one approach to organization.
- Organization was based on providing multiple opportunities for expression as well as receptive input and modeling IF a student could handle only 4 symbols at a time.



# Vocabulary Decisions: Continuum of Usefulness

Useful for a wide  
range of purposes in  
a variety of contexts  
on numerous topics



Useful for restricted  
purposes in limited  
contexts on a  
specific topic

I want  
you **Core** up  
more turn  
dog measure socialize forest  
star nibble opinion  
restaurant angle  
shoes opposite summarize  
park wonder protect march  
circle explore proud

isosceles trapezoid  
Harley Pittsburgh Zoo  
**Fringe**  
meteorite banana peppers  
Red Hot Chili Peppers

Lots of opportunities  
to teach throughout  
the day.



Opportunities limited  
to specific activities  
or specials.





# Dolch Sight Words (Pillar Two)

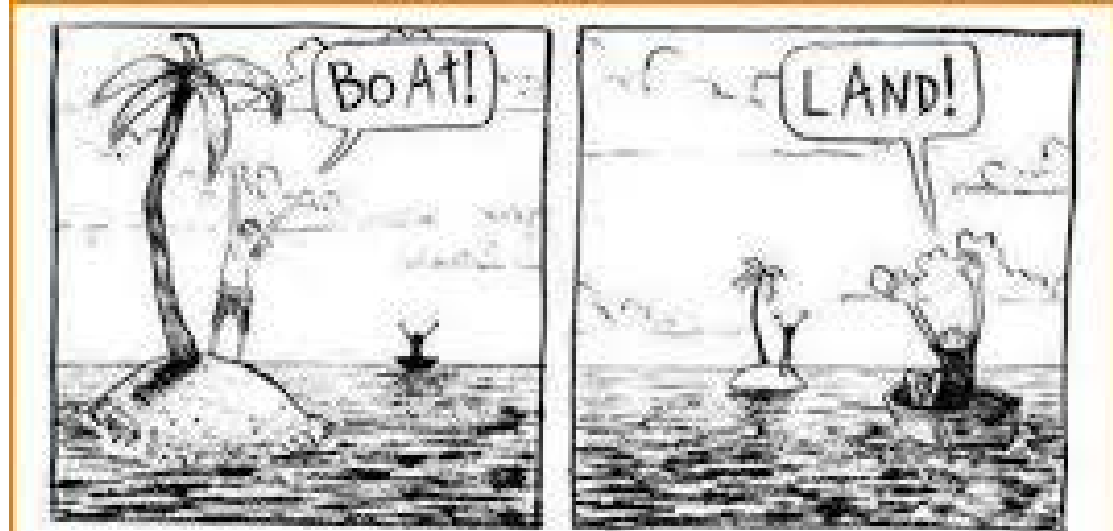
- Dolch Word List, was compiled by Edward William Dolch, PhD, in 1948
- The list was originally published in his book "[Problems in Reading](#)"
- 220 "service words" that must be quickly recognized in order to achieve reading fluency.
- The Dolch Word List is also called Sight Words or The Dolch 220.
- It includes the most frequently used words in the English language.
- Sight words make up 50 to 70 percent of any general text

# Which is more Important???

Matter of perspective.....

Communication - CORE

Reading - Dolch/Sight Words



Perspective...

# Valuable Real Estate

If you could only speak 40 words, would you want one of them to be “the”?



# Twin Powers Unite - Working Together!

Twenty Words We Have in Common - Cross Referenced

(20 on DLM First 40 list AND 20 on Dolch Pre-Primer or Primer Lists)

Chosen Based on Scholastic Sight Word Readers

Although 20 Words are Targets, due to other high frequency words in texts, many more will be covered (ie. see, play, get)

This is where you start!!!



# DLM's "First 40"

1	I	like	not	want
2	help	it	more	different
3	who	she	you	he
4	where	up	on	in
5	me	make	get	look
6	what	need	are	is
7	some	put	all	this
8	don't	that	go	do
9	when	finished	can	here

Complete Dolch Word List Divided by Level

Pre-primer	Primer	Grade One	Grade Two	Grade Three		
a	all	under	after	always	why	about
and	am	want	again	around	wish	better
away	are	was	an	because	work	bring
big	at	well	any	been	would	carry
blue	ate	went	ask	before	write	clean
can	be	what	as	best	your	cut
come	black	white	by	both		done
down	brown	who	could	buy		draw
find	but	will	every	call		drink
for	came	with	fly	cold		eight
funny	did	yes	from	does		fall
go	do		give	don't		far
help	eat		going	fast		full
here	four		had	first		got
I	get		has	five		grow
in	good		her	found		hold
is	have		him	gave		hot
it	he		his	goes		hurt
jump	into		how	green		if
little	like		just	its		keep
look	must		know	made		kind
make	new		let	many		laugh
me	no		live	off		light
my	now		may	or		long
not	on		of	pull		much
one	our		old	read		myself
play	out		once	right		never
red	please		open	sing		only
run	pretty		over	sit		own
said	ran		put	sleep		pick
see	ride		round	tell		seven
the	saw		some	their		shall*
three	say		stop	these		show
to	she		take	those		six
two	so		thank	upon		small
up	soon		them	us		start
we	that		then	use		ten
where	there		think	very		today
yellow	they		walk	wash		together
you	this		were	which		try
	too		when			warm

\* 'shall' has dropped out of

# Here were our Twenty Words! (on both lists)

- |         |          |
|---------|----------|
| 1. I    | 11. in   |
| 2. Like | 12. here |
| 3. Want | 13. are  |
| 4. It   | 14. can  |
| 5. He   | 15. go   |
| 6. You  | 16. help |
| 7. Up   | 17. get  |
| 8. On   | 18. that |
| 9. Look | 19. is   |
| 10. Me  | 20. this |

# Partner Augmented Input (Modeling) - Pillar Three

- A powerful, evidence based approach in which communication partners point to the symbols on the child's communication device while simultaneously talking
- As each book is introduced, an adult will "read" book with the AAC device following a guide created by Chat Editor
- Peers will also use this guide to learn and read using their friend's talker!
- How we teach an "umbrella full of people" the device!

[Video on Using Modeling](#)



# Power of Peer Modeling - Pillar Four

- Strategy researched by Kathy Bourque from the University of Kansas
- Children responded better to peer modeling than they did to adults!
- Reading partners or book buddies as peers
- High expectations for peer to be in role as “teacher”
- Goal is to improve sight word recognition of both students
- Using book as common denominator, helps us generalize

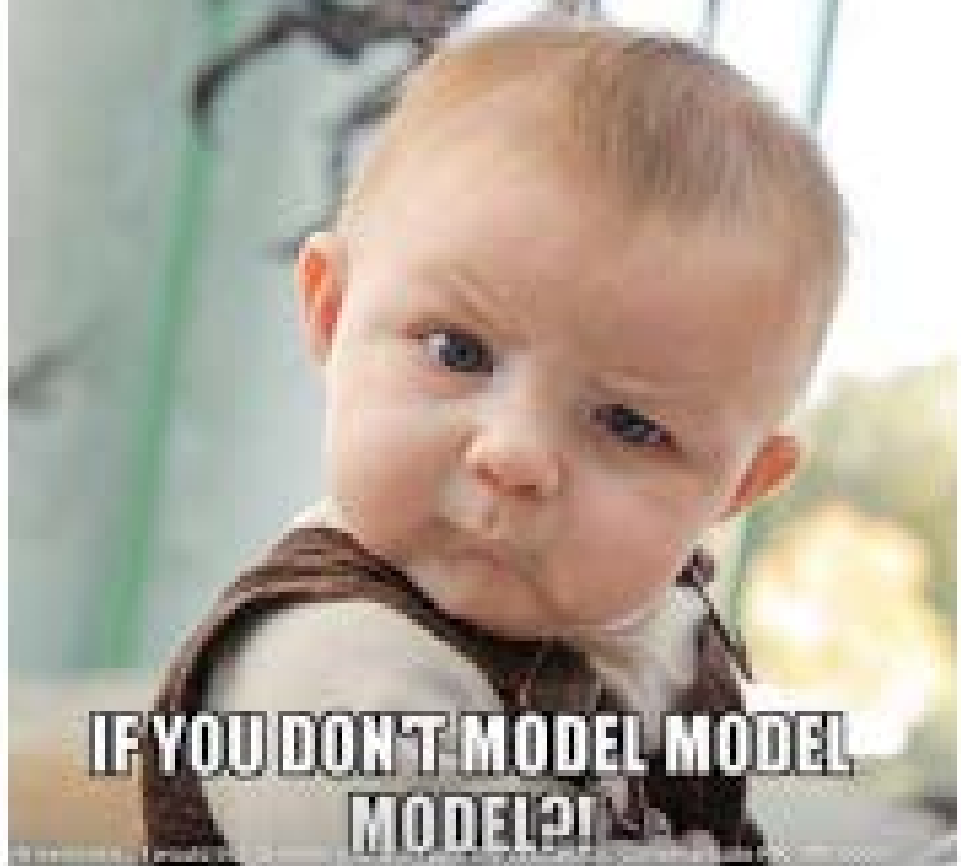


# Teaching and Modeling Vocabulary

- No student will be able to use this approach without teaching and modeling.
- Teaching:
  - Teach the **words** in the set you select.
  - Teach the **symbols** in the set you select.
- Modeling
  - Model the use of the vocabulary during instructional activities and all other communication activities.
  - Receptive input using the system is critical.
  - Create multiple systems and take advantage of peers.



**HOW CAN I LEARN TO TALK ON MY  
DEVICE**

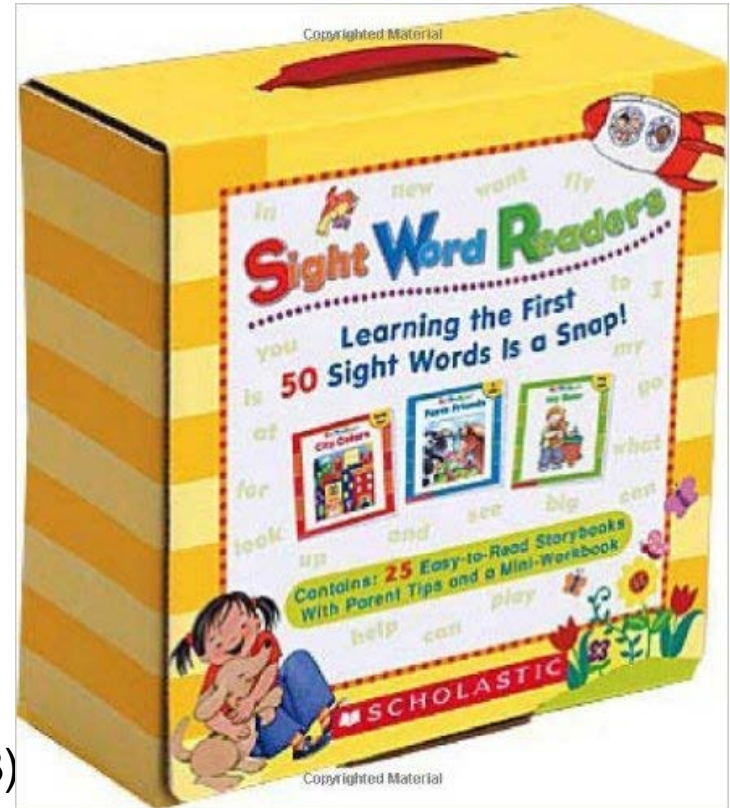


**IF YOU DON'T MODEL MODEL  
MODEL?!**

# Anchor Books - Pillar Five

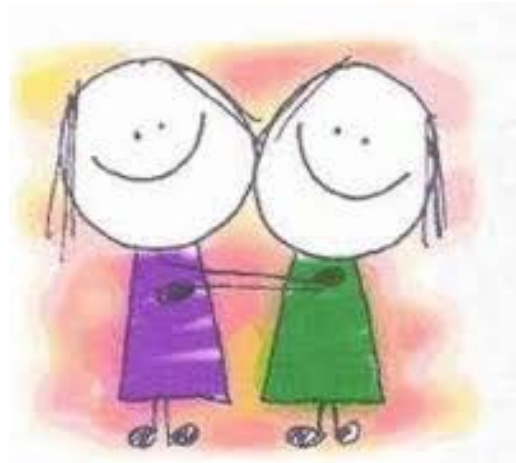
Chose a commercial set of books to create paths for as a basis for the target words each week. Liked that students had a “real” book, just like their peers!

Why? Fewer than 10% of AAC users read beyond the second grade level (Erickson, 2003)



# Who was in our Project?

- Ten students targeted in grades K-1 who use either NovaChat or TouchChat to communicate (20,42 or 60 layout) or PRC device with 45 Sequence
- Each student was paired with a peer who also needs to learn his/her sight words (RTI students)



# Data Collection



-Baseline Data will be collected on both peers

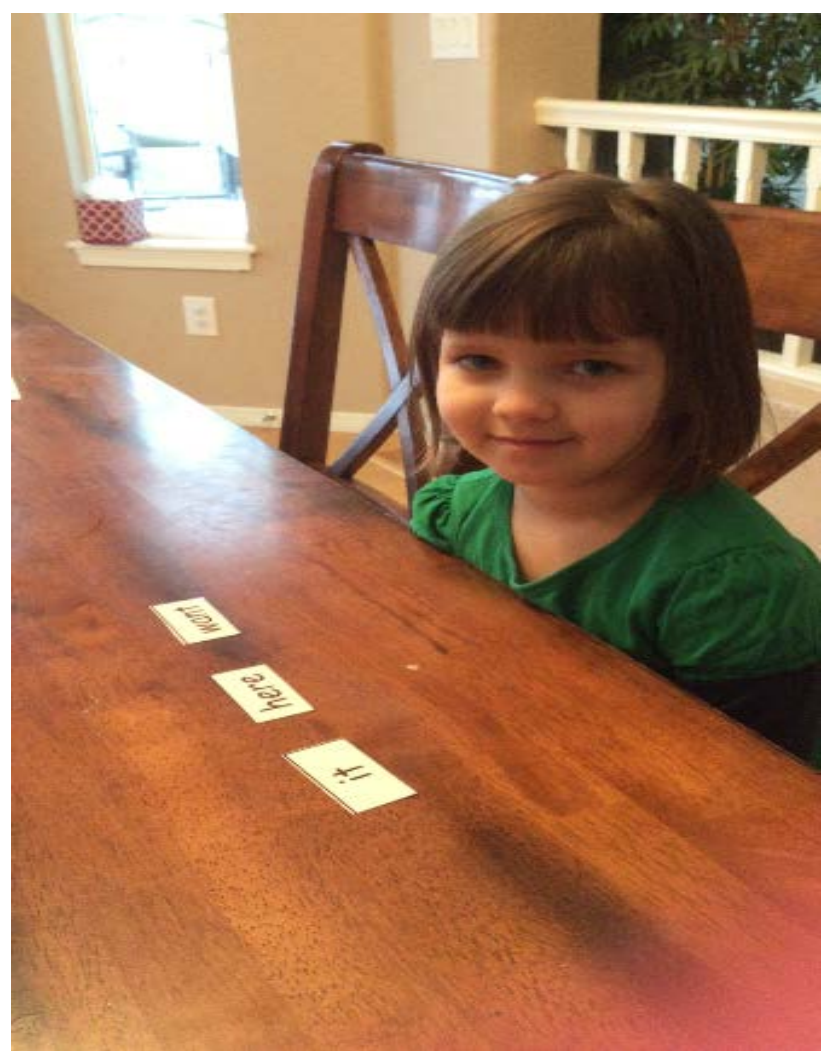
- Three data points to collect:

1. Receptive knowledge of targeted words in field of 3
2. Receptive knowledge of targeted words in phrase or sentence
3. Expressive (verbal or on device) recitation of targeted words

Data sheets provided in packet. (Receptive, Context and Expressive)

# Reading from Field of Three

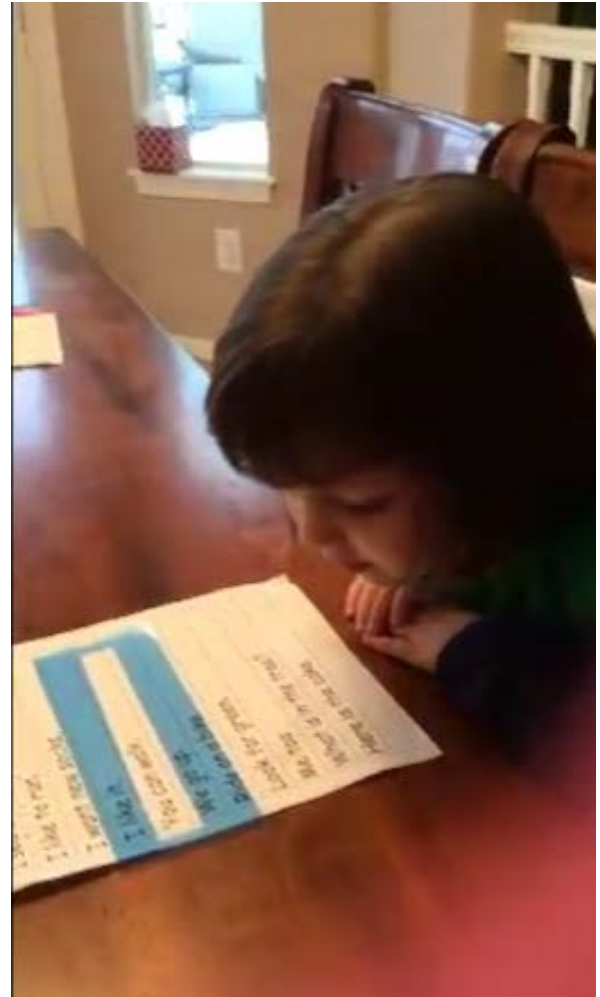
[Reading from a Field of Three](#)  
[Three Video Link](#)





# Reading in Contextual Sentence

## Sentence Video





# Expressive - Reading with Voice or Device

[Expressive Video Link](#)



# Project Schedule

Two books/week with 2-3 targeted words - 5 min/day - schedule in packet

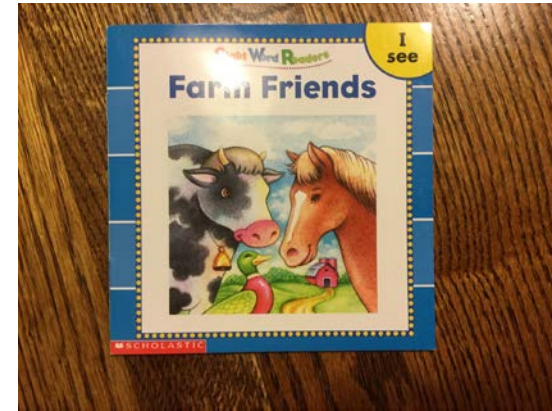
Each child receives copy of each book

Adult reads selection to both students using provided guide on Monday

Two times/week adult reads again with AAC user - may be shared reading where student fills in target word

Two times/week both peers read selections together

Weekly intervention data sheet



# Project Implementation Steps

1. Choose target words and books
2. Choose students and peers
3. Collect baseline data
4. Create paths for books
5. Create timeline
6. Implement!
7. Collect post intervention data
8. Analysis



**Schedule****Targeted Words for AAC and Sight Word Project:**

DLM "First 40" Core Word AND Dolch Pre-Primer/Primer Words (on both lists):

<u>Word</u>	<u>Book</u>	<u>Week</u>	<u>Theme/Concept</u>
Take Pre-Data/Training			
I like	Farm Friends Animals	1 - January 19-22	Animals/Actions
want it he	New Socks He Did It " "	2 - January 25-29	Clothing/Actions
you up	My Dog Up and Down	3 - Feb. 1-5	Actions/Positions (Rhyming)
Review			
on look	Ride On! City Colors	4 - Feb. 16-19	Vehicles/Colors
me in	Me Too! Guessing Game	5 - Feb. 22-26	Actions/Insects (Inferencing)
here are	The Party " "	6 - Feb. 29-March 4	Party
can go	My Bear Go, Go	7 - March 7-11	Actions/Places
help get	Helpers Dinner	8 - March 14-18	Places/Food
that is this	That Hat " " Little and Big This Is A Peach	9 - March 21-25	Describing/Groups (Possession)
Take Post Data		March 28-April 1	
20 Words	18 Books	9 instructional weeks plus 2 data collection weeks	

# Reading Paths and Guides

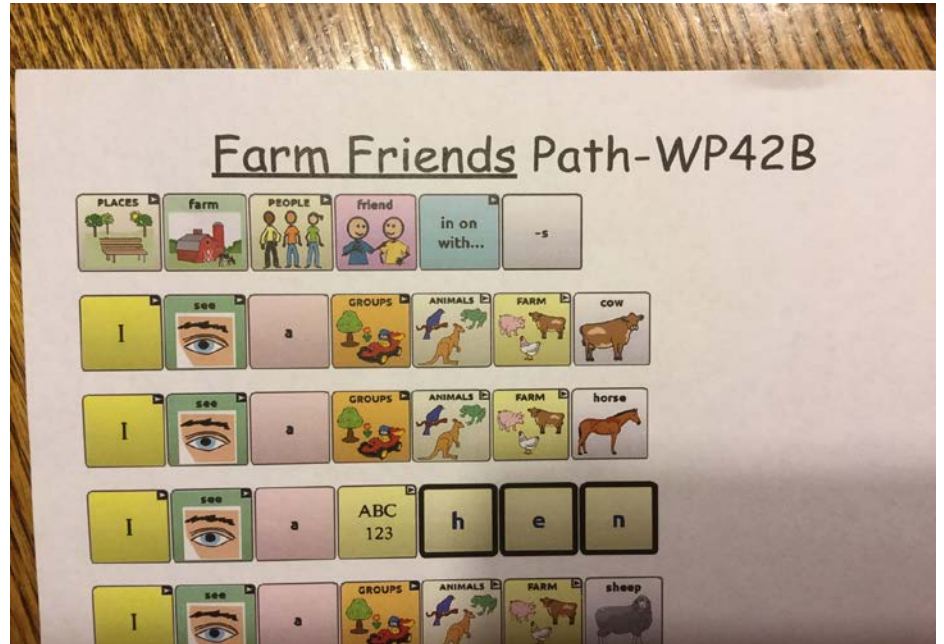
Reading paths for each book will be provided on a separate sheet to promote independence

Reading guide supplied to block out  
extraneous information

At end of project, paths with guides  
can be sent home for parents to use

Might be used in ESY as well!






















Helps us model and generalize!



# Who is That?

WP60B



# A note about the paths

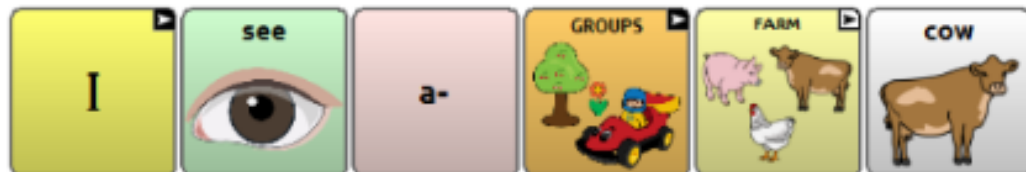
WPS20



42 Basic



60 Basic



# Visual Supports using Chat Editor

This is a FREE download from Saltillo website : [www.salttillo.com](http://www.salttillo.com)

What is **Chat Editor**?

Chat Editor is a supplemental program that has been provided for customizing the NOVA chat vocabulary on your Windows desktop or laptop computer. Although customizing is also possible on the NOVA chat device itself, the Editor allows the family and/or professionals to customize the vocabulary when the NOVA chat device is not present.

Note: Having the custom vocabulary on a computer is always recommended as a backup to the NOVA chat device

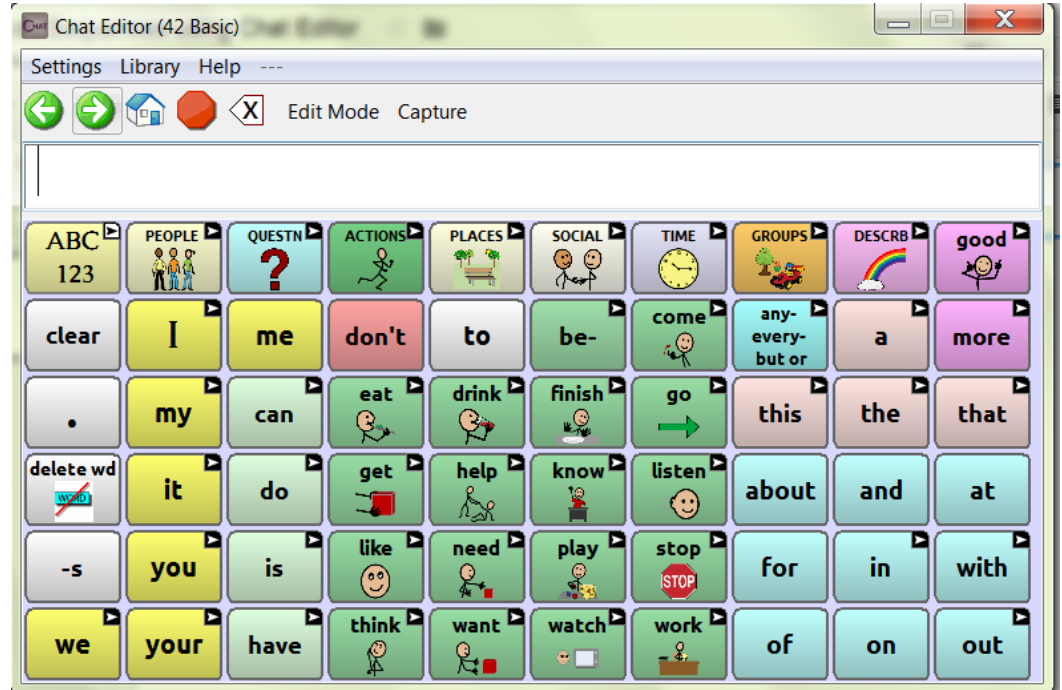
Chat Editor



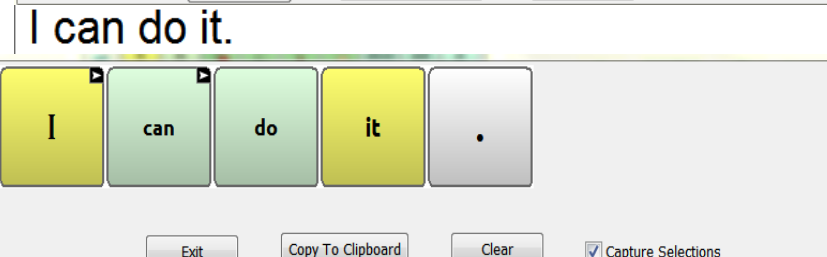
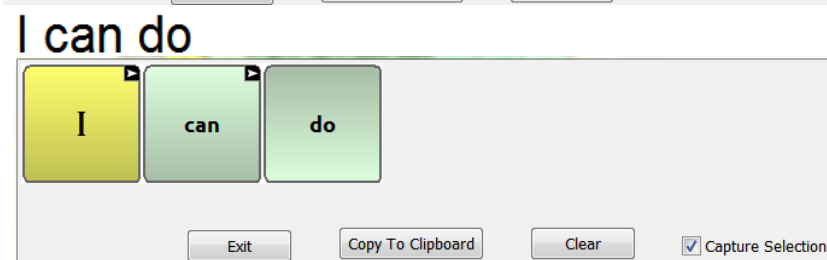
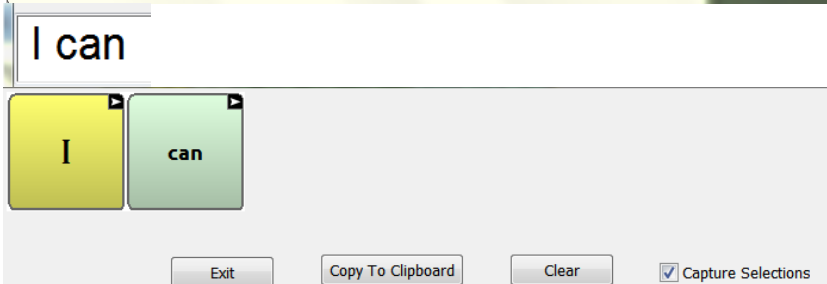
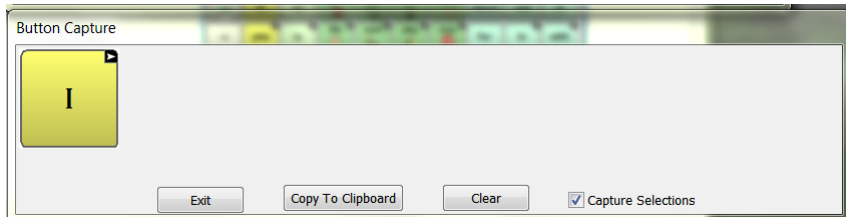
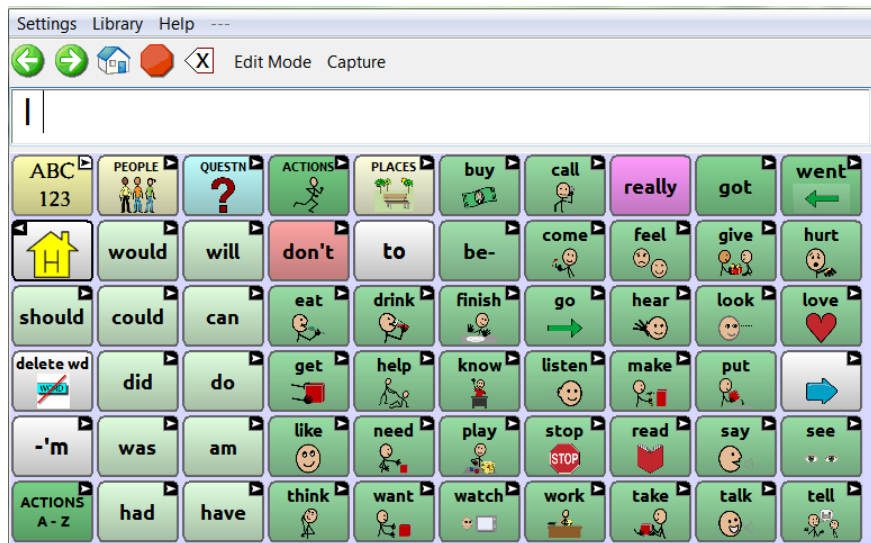
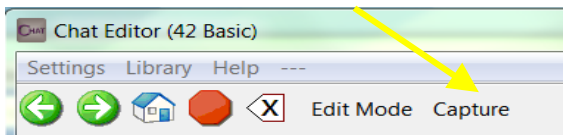
Select the vocab you want to open.

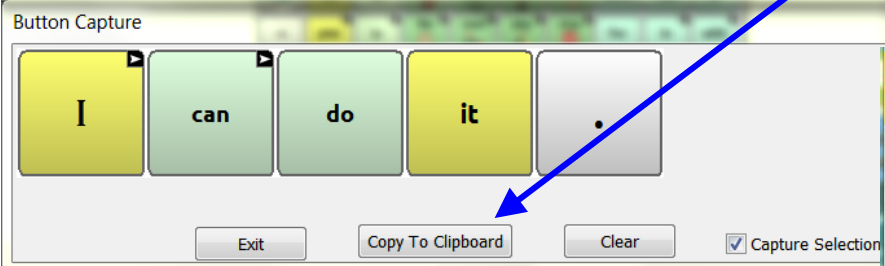
Your vocab is then displayed.

- WordPower
  - WordPower20Simply SS
  - WordPower24 SS
  - WordPower24wPhrases SS
  - WordPower30 SS
  - WordPower42Basic SS
  - WordPower42 SS
  - WordPower48 SS
  - WordPower60 SS
  - WordPower80 SS
  - WordPower108 SS



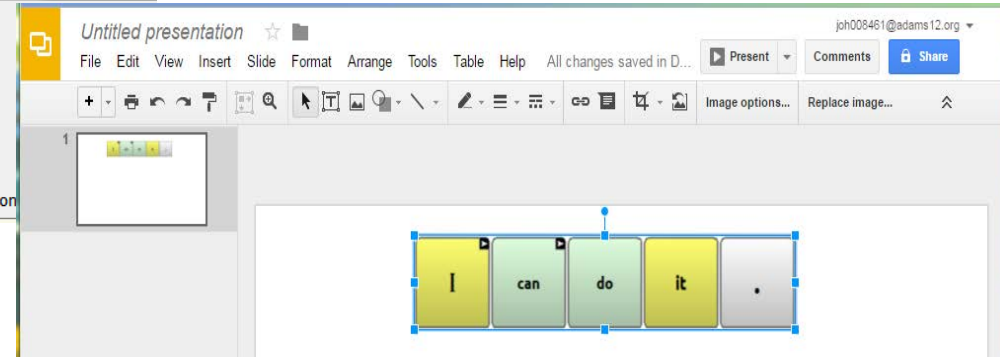
Select Capture to create you icon sequence.  
Click on the buttons to create you sequence.





Once the sequence strip is completed, select Copy to Clipboard

Open the Google Slide that you made previously, right click, and select paste. The sequence strip is now on your slide.



Repeat the process of copy to Clipboard and paste to Google Slide



When finished; you can Print or Share your strips..

# Reading with my Teacher

[New Socks Book](#)



# With my Paraeducator

[Paraeducator reading with student](#)





# With a Peer!

## Partner Modeling



# In the Classroom!

[In the Classroom](#)








# Commenting

At the end of each week, both students were asked to complete a commenting sheet for each book.









Why? Commenting provides each student with a unique voice and way to state their opinion! This is often a forgotten communicative function for our AAC users!

Name \_\_\_\_\_









Tell us about your book-

today  I  read 







I read this book with my....








This book is about...




The story was...



This book is...

I thought the book was..

		
---	---	---

I would recommend this book to a friend...

	
---	---

# Post Intervention Data Collection

Data was collected at end of 9 weeks - really 8 due to snow days!

Students took all books home with reading guides



# Book Bag

Each child was provided with a book bag to store books, flashcards and comment sheets.

At end of project, books were sent home and parents encouraged to read with their child! Again, modeling and generalization!



# Data Collection Tools

## **-Project Information Summary Sheet**

Pre/Post Data

Demographic Information

## **-Target Words/Data Collection Sheets**

Expressive

Receptive

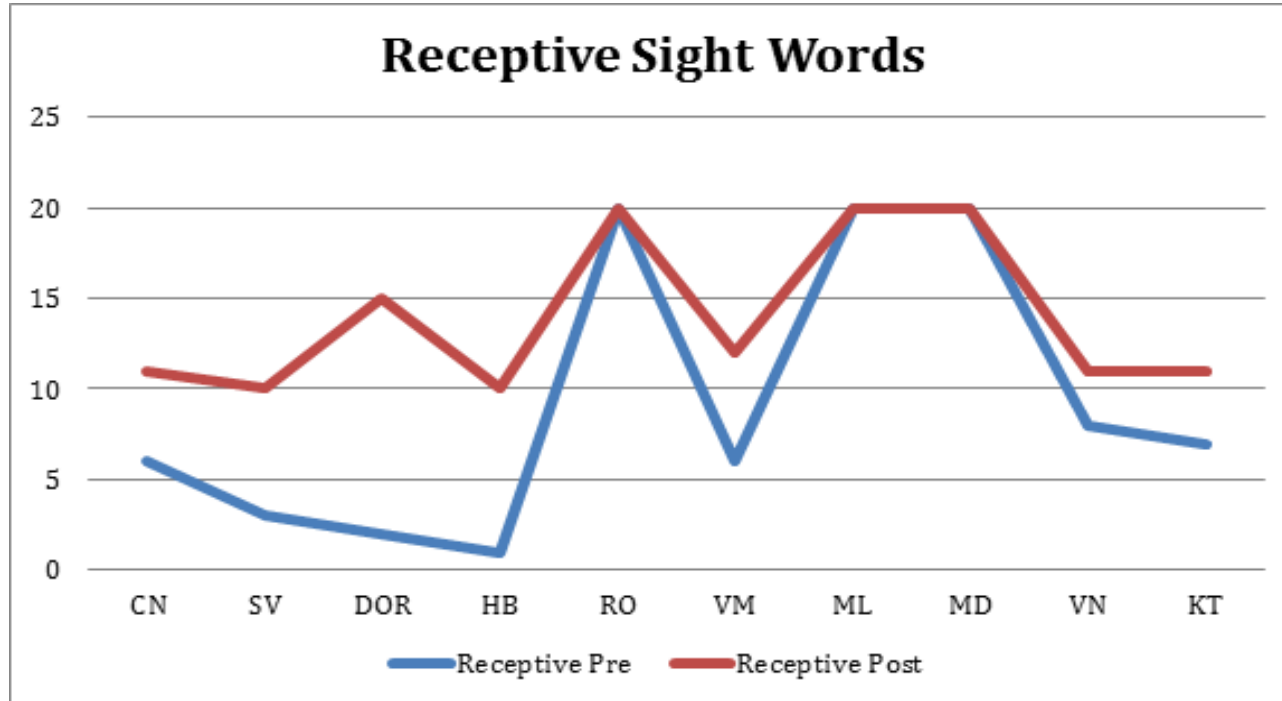
Context (Sentences are provided)

## **-Weekly Tracking Sheet**

Used by all groups using the program

Place for comments/extra data collection

# Our Results



7 out of 10 students showed growth, with 3 students with mastery of receptive sight words both pre/post.

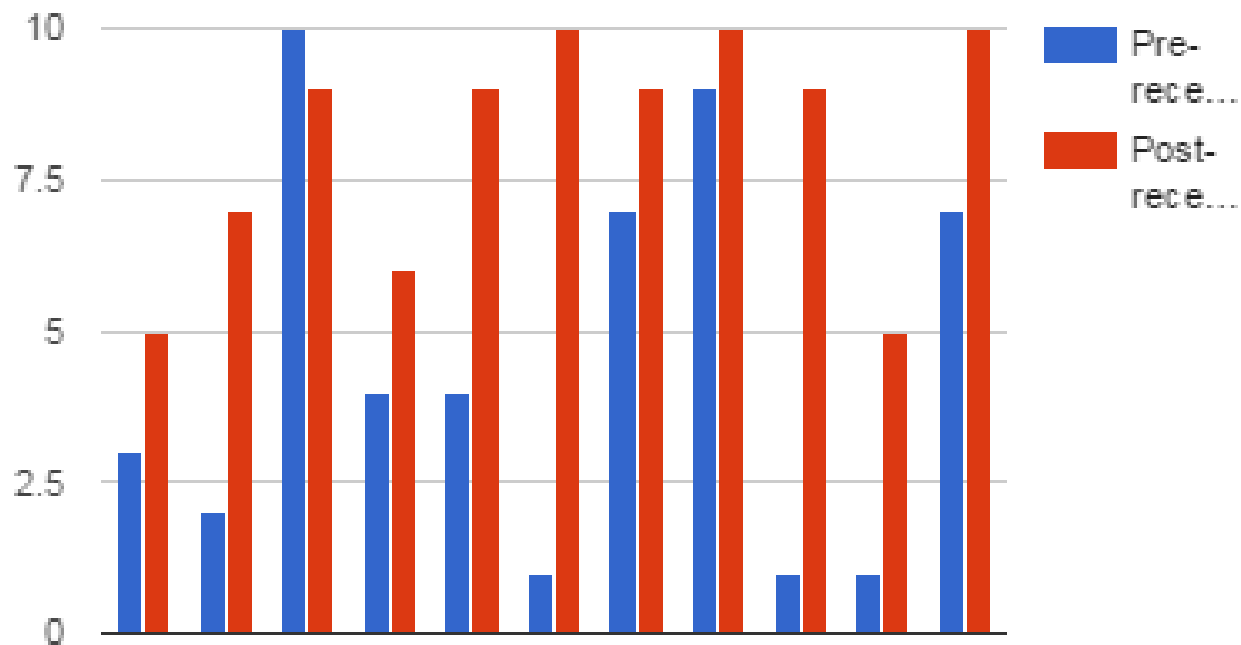
# Receptive Word Acquisition

Range = 0-13 words learned

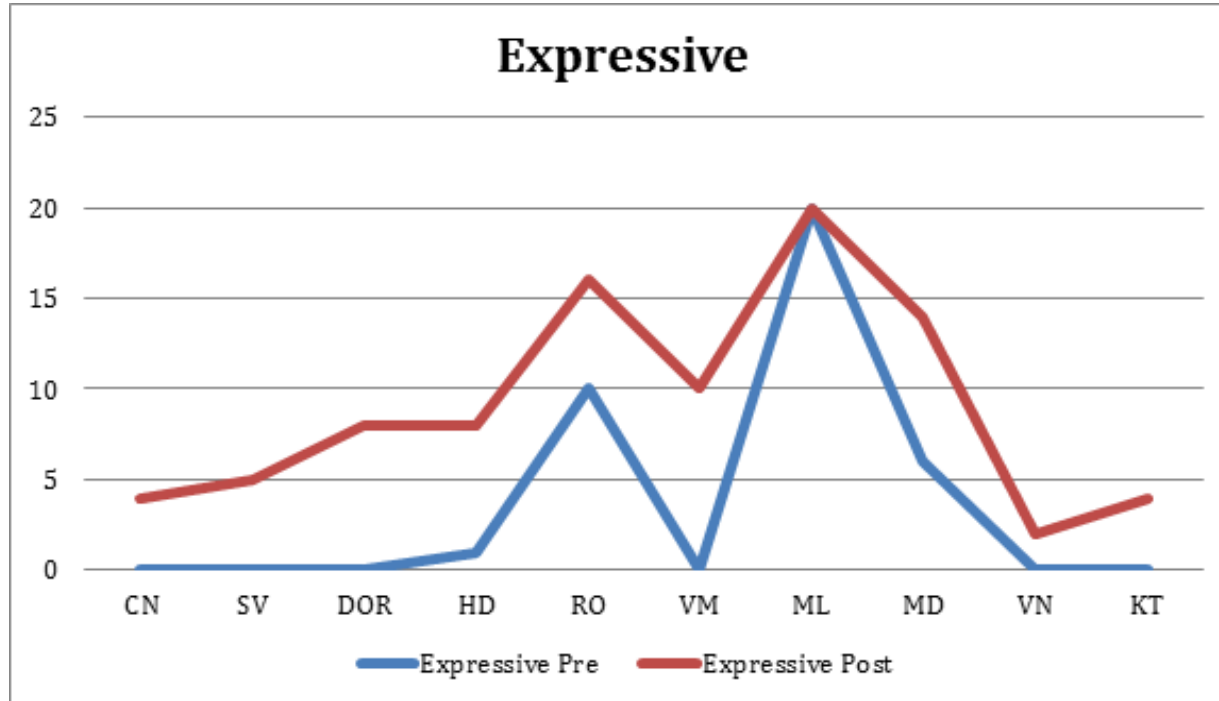
Average = 4.7 words learned

# 2nd cycle

## Pre-receptive and Post-receptive



# Our Results



9 out of 10 students showed growth in expressive labeling of target words using either oral output or AAC device or signing, 1 student showed mastery both pre/post.



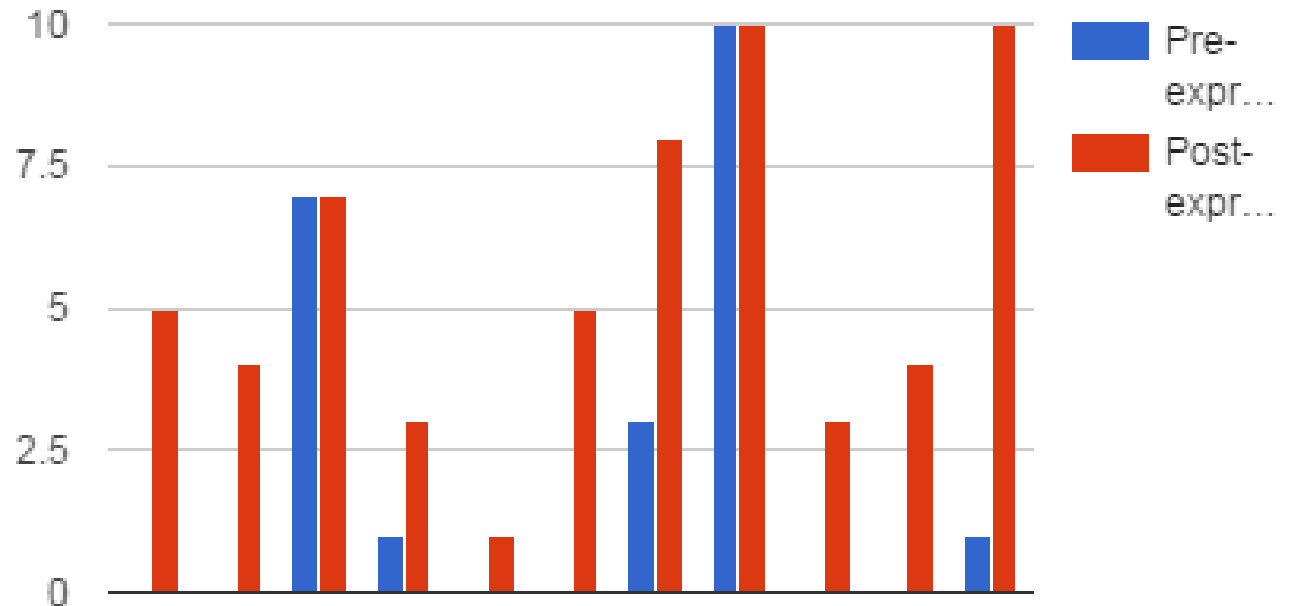
# Expressive Word Acquisition

Range = 0-10 words learned

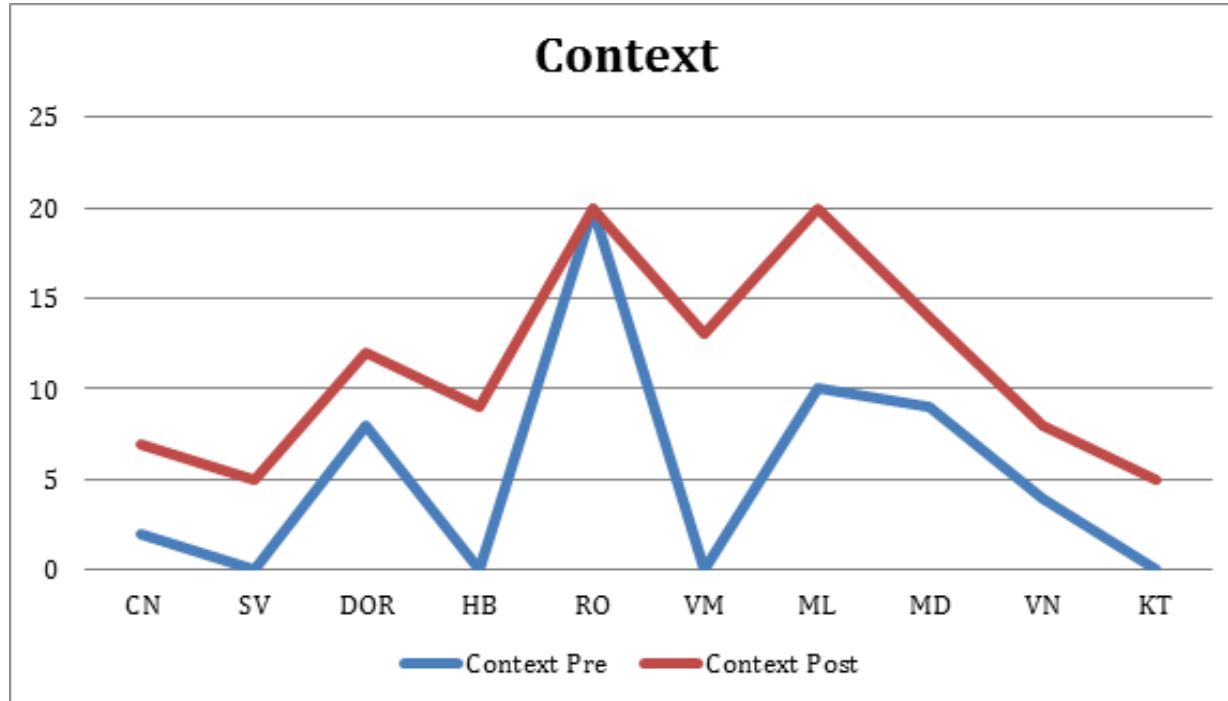
Average words learned = 4.8

# 2nd cycle

Pre-expressive and Post-expressive



# Our Results



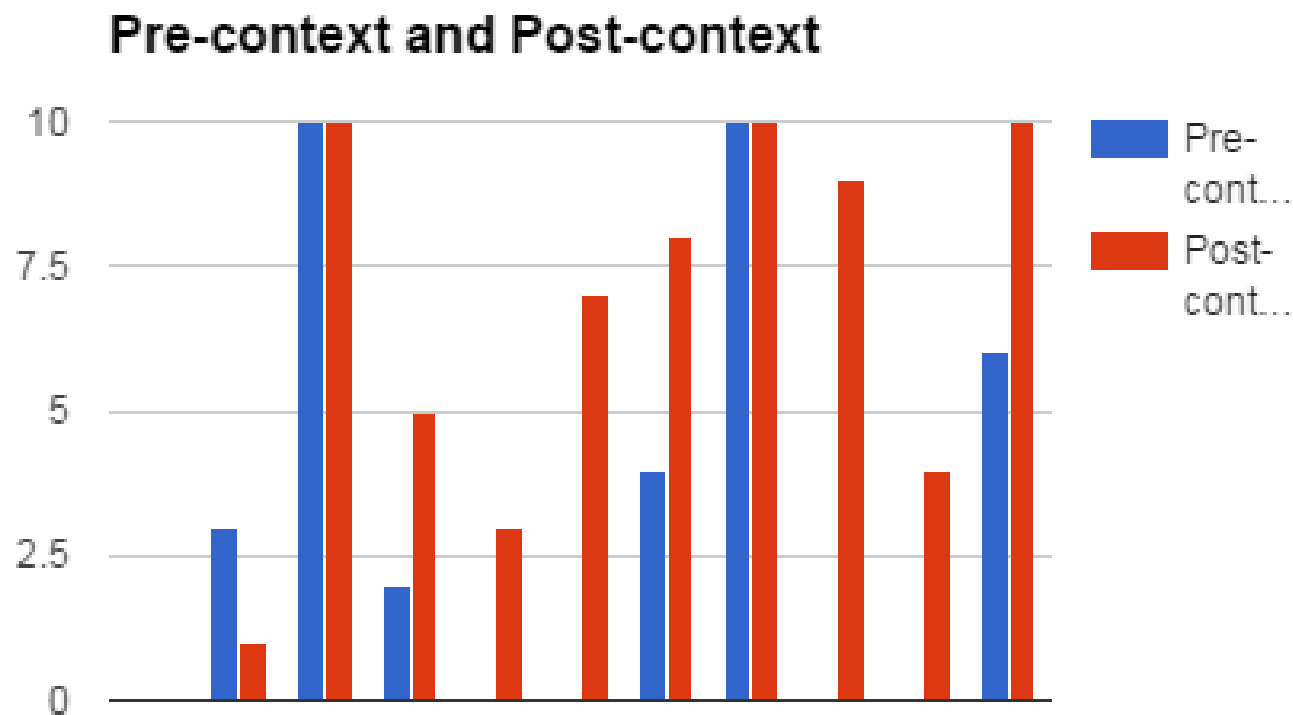
9 out of 10 students showed growth in identifying words within context (simple sentences), 1 student showed mastery both pre/post.

## Words in Context

Range = 0-13 words learned

Average = 5 words learned

# 2nd cycle

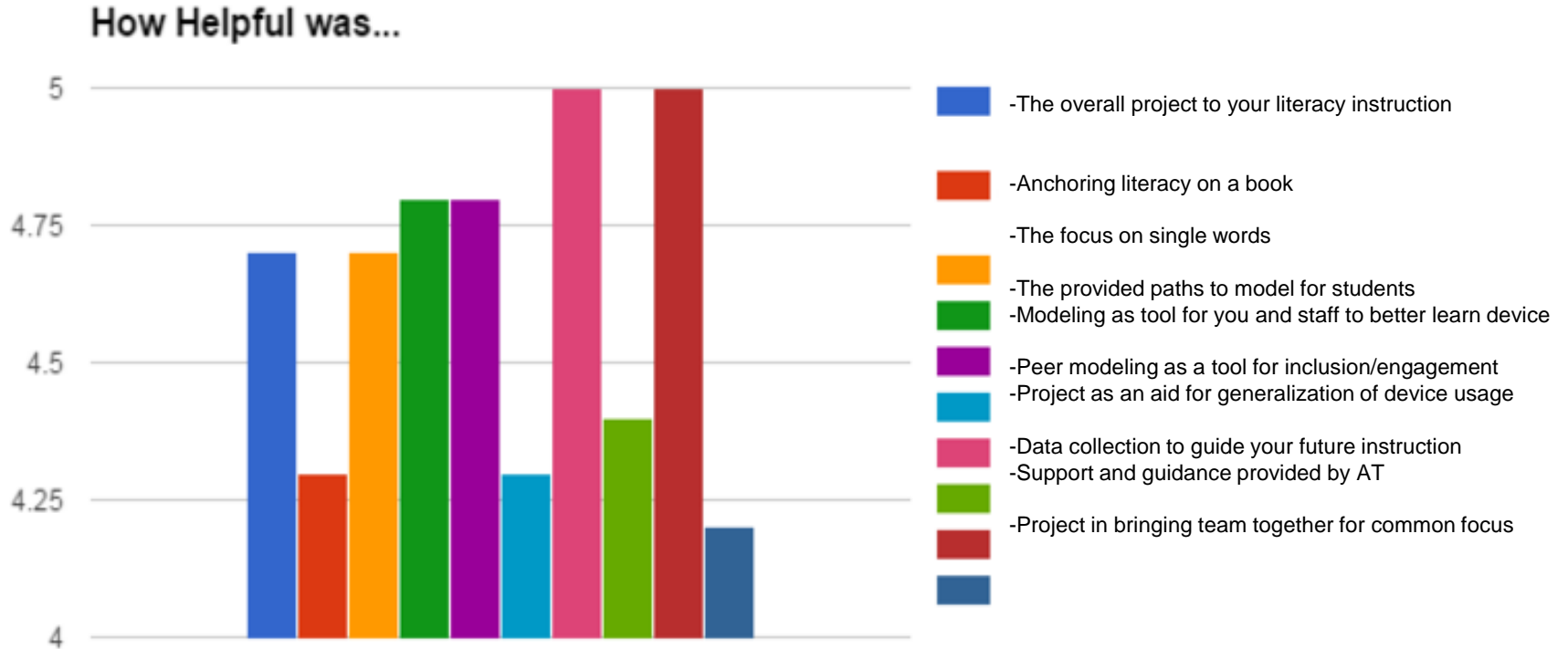


# Overview of Peer Comparison

Peers showed either growth or maintenance of skills across areas. 5 out of 6 peers were higher or comparable to student in project. In one peer/student pair, student showed greater growth than peer.

Peers provided great models in some cases, however in others gained needed literacy skills.

# POST Twin Powers Unite Survey Results



# Top Three Take Aways from Staff

1. Twin Powers Project was an aid for device generalization!
2. Modeling was an effective tool for staff to learn the device!
3. Providing the paths allowed staff to model!





# Feedback - What worked?

ALL students improved!!

Modeling as a tool to include paraeducators, teachers,peers, worked!

Anchoring core to a book helped create literacy opportunities!

Project as a guide for generalization of device usage!

Overwhelmingly, everyone wants program to continue/expand!

# Feedback - What would we do differently?

Pacing - one book/week - plan for snow, assessment days, illness, etc.

Group based on themes and suggest supplemental text to promote generalization  
language goals/themes

Sentence strips to work on sequencing sentences and writing extension ideas

Choose text which is user friendly! Writing these!

# Core Word Wall

[DLM-Word  
Wall Link](#)



## Bonus Ideas....

Classic Book - generalize targeted word recognition in print

Themes - build vocabulary based on categories and extend to writing

Units of Study - Grouped to help you incorporate lessons throughout day

Writing - cut apart sentences, worksheets, etc.

Bitsboard and other apps!

Dates	Core Word of the Week	Scholastic Reader	Classic Book	Extension Book	Theme	Unit of Study
Aug. 31	Training					
Sept. 6-9	Data Collection					
Sept. 12-16	me	Me Too		Who Can?	Actions	Life Science-Animals
Sept. 19-23	like	Animals	Brown Bear by Eric Carle	What I Like!	Actions	
Sept. 26-30	I	Farm Friends	" "	How Do I Feel?	Animals	
Oct. 3-7	look	City Colors	" "	Look!	Colors	
Oct. 10-12	Review Week					
Oct. 17-21	go	Go, Go	Go Away Big Green Monster By Ed Emberly	Where Can You Go?	Places	Civics - Community
Oct. 24-28	up	Up and Down	" "	What is Up?	Concepts up/down	
Oct.31-Nov. 4	want	New Socks		Surprise		
Nov. 7-10	can	My Bear	From Head to Toe - Eric Carle	We Like to Help	Body parts	Life Science – Human Body
Nov. 14-18	you	My Dog	" "	Where?		
Nov.28-Dec. 2	it	He Did It	" "	It is Tie	Clothing	
Dec. 5-9	Data					

# Extension Ideas - pair with text for Generalization

[Brown Bear](#)



# Building Sentences



I like to swim.





# Predictable Chart Writing

I see a cow. ☆

I see a horse. ☆

I see a hen. ☆

I see a sheep. ☆

I see a duck. ☆

I see a pig. ☆

I see a goat. ☆

I see a farm.



## Core Word of the Week: Me



### Transitions

- Who goes next? Me!
- come with me
- look at me

# ME

Please encourage use of the word of the week for different communication functions.

- request
- comment
- command
- protest
- directing actions



### Play/Centers

- me too
- help me
- get me
- play with me
- watch me



### Gross Motor

- me in
- me out
- help me
- turn me

### Reading:

Scholastic Sight Word Readers-Me Too!  
Extension Book-Who Can?  
Reading A-Z-What Makes Me Happy  
Level A



### Social Engagement Activities:

Playing a game of Tag or Chase with student model using-me

- get me
- tag me

Or for something calmer try taking turns on the swings.

- push me
- swing me



Our classroom word of the week  
is

that

Please model the way and use our word of the week in  
your conversations with our students.

Thank You!

# Cut Apart Sentences

## Farm Friends-WP42B

I



see



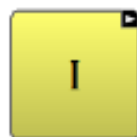
a



COW



I



see



a



horse



## Extension Books

Original books based on core! Compliment to instruction to help differentiate as well as great for secondary students!

# How Do I Feel?



I like to feel happy.

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# Freebie for the Day

I am giving you all a free pdf copy of my original book, “How Do I Feel” as well as the accompanying reading guides for Word Power Simply 20, 42 Basic and 60 Basic. Enjoy!

[How Do I Feel Original Book and Reading Guides](#)

A close-up photograph of a man with a short beard and mustache, wearing a blue baseball cap and a dark jacket over a white t-shirt. He is looking directly at the camera with a neutral expression. The background is a plain, light-colored wall. The text is overlaid on the image in a red, sans-serif font.

Hey  
Girl

I like the  
way your  
students  
use their  
AAC  
across  
settings

**Thanks to All the Staff who helped with this Project!**



Thank you for joining us!



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