

Core Word Vocabulary

Core word vocabulary is the approximately 200 words that make up 80% of an individual's spoken language (e.g., Fried-Oken & More, 1992; Robillard, Mayer-Crittenden, Minor-Corriveau, & Bélanger, 2014; Trembath, Balandin, & Togher, 2007).

Most used
core
words

- It is a large number of function words (e.g., it, that, is, the, can) and a smaller number of content words that occur frequently (e.g., go, want, more) (Beukelman & Light, 2020).
- Core vocabulary is essential in AAC intervention for developing oral and written communication skills (Witkowski & Baker, 2012).

Why Core?

- Includes structural aspects of language that can be overlooked in AAC intervention (Fallon, Light, & Paige, 2001).
- HOWEVER, core vocabulary is complemented by teaching a large and varied vocabulary (Laubscher & Light, 2018) including fringe vocabulary, the context-specific vocabulary that can be individualized for the AAC user (Bean et al., 2019).

Interjections

yes	hi / hello	please
thank you	no	good-bye

Pronouns

I	we	she
my	me	they
you	mine	
he	it	

Question Words

what	why	who
where	when	how

Preverbs

be	can	were
am	will	did
was	is	have
do	are	

Verbs

go	come	drink
look	like	help
find	work	need
open	finished	tell
eat	stop	read
get	make	feel
want	see	play

Adjectives

more	good	different
big	new	red
fast	happy	yellow
same	one	bad
pretty	little	old
blue	slow	sad

Prepositions

on	under	for
in	off	with
up	out	
to	down	

Determiners

this	that
some	all

Conjunctions

and	but
-----	-----

Adverbs

not	away	there
here	now	again

Forbes AAC

181 Illinois Ave. South
Mansfield, OH 44905

phone 419.589.7688

fax 419.589.5146



References:

Bean, A., Cargill, L. P., & Lyle, S. (2019). Framework for selecting vocabulary for preliterate children who use augmentative and alternative communication. *American Journal of Speech-Language Pathology*, 28(3), 1000-1009.

Beukelman, D. R., & Light, J. (2020). *Augmentative and alternative communication: Supporting children and adults with complex communication needs* (5th ed.). Brookes.

Fallon, K., Light, J., & Page, T. (2001). Enhancing vocabulary selection for preschoolers who require augmentative and alternative communication. *American Journal of Speech Language Pathology*, 10, 81–94

Fried-Oken, M., & More, L. (1992). An initial vocabulary for nonspeaking preschool children based on developmental and environmental language sources. *Augmentative and Alternative Communication*, 8(1), 41–56.

Laubscher, E., & Light, J. (2020). Core vocabulary lists for young children and considerations for early language development: A narrative review. *Augmentative and Alternative Communication*, 36(1), 43-53.

Robillard, M., Mayer-Crittenden, C., Minor-Corriveau, M., & Bélanger, R. (2014). Monolingual and bilingual children with and without primary language impairment: Core vocabulary comparison. *Augmentative and Alternative Communication*, 30(3), 267–278.

Trembath, D., Balandin, S., & Togher, L. (2007). Vocabulary selection for Australian children who use augmentative and alternative communication. *Journal of Intellectual and Developmental Disability*, 32(4), 291–301.

Witkowski, D., & Baker, B. (2012). Addressing the content vocabulary with core: theory and practice for nonliterate or emerging literate students. *Perspectives on Augmentative and Alternative Communication*, 21(3), 74–81.

For questions and if you want to learn more go to
forbesaac.com or **contact your local ATS**

Forbes AAC

181 Illinois Ave. South
Mansfield, OH 44905

phone 419.589.7688

fax 419.589.5146



forbesaac.com