

TRI-STATE WEBINAR SERIES

Be More with Core

Presented by:
Kelly Key



Tri-State 2017-2018 Webinar Series

Tri-State Autism Spectrum Disorder Webinar Series



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Tri-State 2017-2018 Webinar Series

Be More with Core



Presented by: **Kelly Key**

December 6, 2017

Kelly Key, AT Coordinator



- Barrington School District
- AT Coordinator for past 14 years
- Assistant Principal & Special Services Facilitator (admin for 13 years)
- Special education teacher- 9 years
- Provide all AT consultations, considerations & trainings in all areas
- Local & national speaker CTG, ISHA, ASHA, ATIA, PALSS, Infnitec, etc.
- Published articles on Assistive Technology
- Co-Authored a guide on using speech recognition
- Mom of two girls ages 9 & 11

Contact information: kkey@barrington220.org
[@kkey_AT](https://twitter.com/kkey_AT)



Barrington Unit School District in Barrington, IL

Over 10,000 Total students

Early Childhood through HS Transition Program

1 Early Learning Center

8 Elementary Schools

2 Middle Schools

1 High School

1 Transition House for Students 18-21



Today's Agenda

- **Overview of Core Vocabulary-how to explain it to others**
- **Barrington 220's Universal Core Approach & Tips for Rolling Out Your own Initiative**
- **Strategies for Providing Core Based AAC Systems to Students including embedding words and visuals and activity ideas**


Learner Objectives

- Participants will gain knowledge about what core vocabulary is and how to explain it to others.
- Participants will be able to utilize a variety of ways to provide core vocabulary for functional communication.
- Participants will have ideas and activities to use with students immediately to support communication.

What is communication?


“Communication is about touching other people and about having our lives touched by others. Communication is about laughing and arguing, learning and wondering why, telling stories, complaining about what is and what isn't, sharing dreams, celebrating victories.”

Light, 1997



Communication Competency is about having the words you want to say, when you want to say it, where you want to say it.

Linda Burkhardt



What words do you need to successfully communicate?

	Request	Draw Attention	Continue/Complete	Protest	Initiate	State Information	Comment	Answer	Acknowledge	Question	Engage
like	you like?	I like! like that!	like that!	don't like	you like?	I like to	I like it	I like	I like		
go	please go		go more	don't go	you go	I go to		I got to	go	go to?	you go
turn	turn it	you turn	your turn	my turn	your turn	my turn your turn			your turn	my turn? your turn?	
want	want that		want more	don't want	want to			I want		want to	you want
more	get more		more	no more	want more			more			
help	help me	help	stop help	don't help	you want help?	I help				You get help?	want help?
look	please look	look!		don't look	look!	I look	Look!				Look!
get	you get		get more	don't get	get it	I get it	I get it	I got	I get it	you get it	get that
stop	please stop	stop!	stop it!	you stop						Want to stop?	
come	you come?		come	don't come	come to me				Come		Come

Core Vocabulary Words!

Core words are the most commonly used words in English

These words can be used regardless of the situation, communication partner, age, or ability level of the communicator.

Individuals must have access to core vocabulary in order to get their message across!

	Continue/Complete	Protest	Initiate	State Information	Comment	Answer	Acknowledge
like that!	don't like	you like?	I like to	I like it	I like	I like	
go more	don't go	you go	I go to		I got to	go	
your turn	my turn	your turn	my turn your turn			your	
want more	don't want	want to			I want		
more	no more	want more		more		more	
stop help	don't help	you want help?	I help				
	don't look	look!	I look	Look!			
get more	don't get	get it	I get it	I get it	I got	I get	
stop it!	you stop						
come	don't come	come to me				Com	

Continue/complete	Protest	Initiate	State Information	Comment	Answer	Acknowledge
stop that!	don't like	you like?	I like to	I like it	I like	I like
no more	don't go	you go	I go to		I got to	go
your turn	my turn	your turn	my turn your turn			your
want more	don't want	want to			I want	
no more	no more	want more		more		more
stop help	don't help	you want help?	I help			
	don't look	look!	I look	Look!		
get more	don't get	get it	I get it	I get it	I got	I get
stop it!	you stop					
come	don't come	come to me				Com

Researchers have identified that 80% of the words people use are core vocabulary words.

Core equals to about 300-350 words.

It's Powerful!



- Core allows us to express a wide variety of concepts with a small number of words.
- They are the highest frequency of words used in both conversation and written text

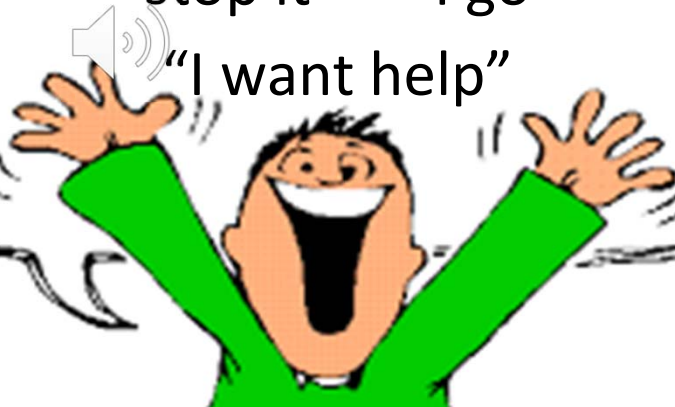
First 15 Words:


All gone, away, go, help, here, I, it, like,
have, more, stop, that, want, what, you



**Think about
how much you
can say with
just these 15
words!**

“I like it” “You go”
“I want that” “You go away”
“stop it” “I go”
“I want help”




- Allows us to create novel utterances & communicate a variety of intentions
- Most of the words students are reading during literacy instruction (ie; Dolch and Fry word lists) are core words (and it's embedded into Common Core)
- Allows for verbal and visual communication 
- If using a device or board, it uses motor memory for quick communication
- Core vocabulary **is not all about a board or device**, it's more about the vocabulary! It can look different for different students

Core vocabulary (80% of what we say) is consistent across clinical populations, activities, places, topics and demographic groups.

Fringe vocabulary


(20% of what we say) is more individualized and less consistent across populations and activities (mostly nouns).

“Volcano”




It is big and hot and it goes up and out
“It is hot!” “It is big!”

“Cocoon”



You make it, you live in it, it is in there,
it needs time, it comes out new and
colorful

Example Conversation:

- Partner 1: “Where did you go?”
- Partner 2: “I went to the **movies.**”
- Partner 1: “What **movie** did you see?”
- Partner 2: “I saw **Goosebumps**” 



Total # of Words: 17

Total Core Words: 14 for 82.4%

Total Fringe Words: 3 (movie 2 times) for 17.6%

Activity-Based (Fringe) Communication Displays

- Limitations: “don’t build language skills that can be used outside a particular activity.”
- Once you are done with the activity it’s gone and you can’t talk about it anymore.



How it looks now.....





A Key Fact...

Core vocabulary contains few picture producers! (Fewer than 10%)



- The majority of words in a sentence and the words we speak, are not picture producers.

- One word in the following sentence is a picture producer:

“I went on a trip and saw a dinosaur.”

- Look at the word on, it is not a picture producer in its most common uses:

Turn it on, Go on get out of here, She came on time

First 15 Words:

All gone, away, go, help, here, I, it, like, have, more, stop, that, want, what, you



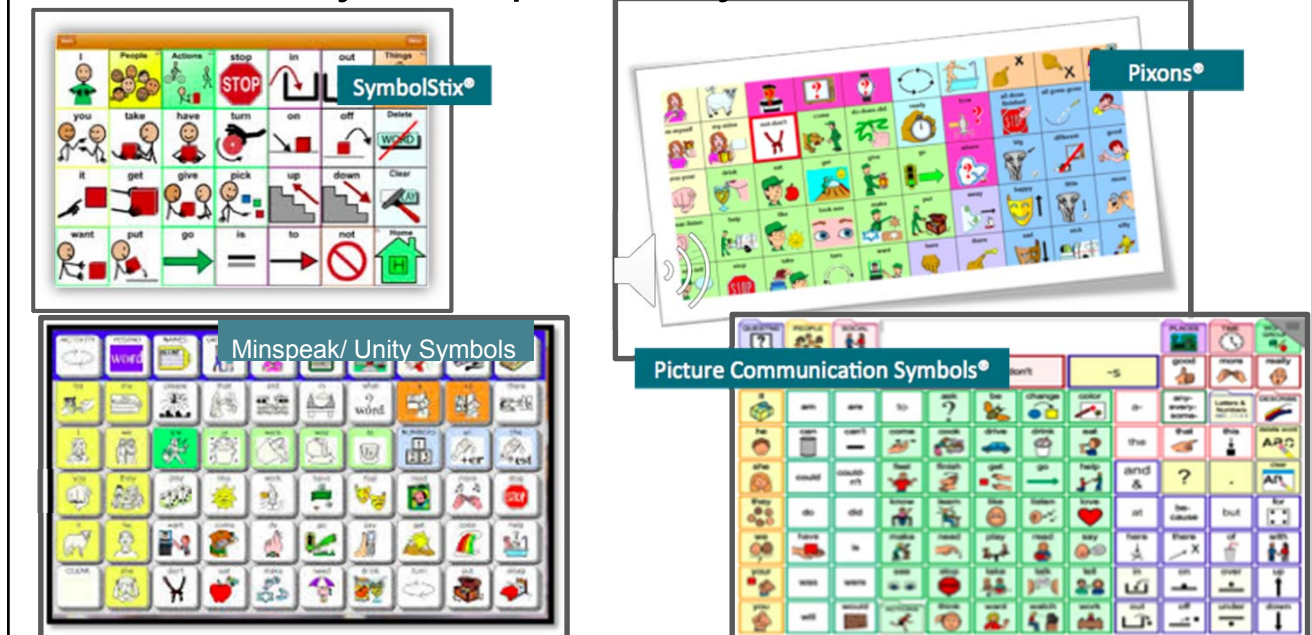
How many of these can you draw a picture for?

First 15 Words

All gone, away, go, help, here, I, it, like, have, more, stop, that, want, what, you



Most widely used picture symbols...



Motor Memory

Core boards & devices use
 motor memory for quick
 communication!

- Every word has a unique motor plan
- Words stay in the same location
- Automaticity and speed increase over time

Just like typing on a keyboard or playing the piano!

Motor Memory aka: Motor Automaticity

“When kids rely on AAC to communicate, motor automaticity allows them to access symbols on a screen without having to think about movement. This greatly enhances their rate of expression and makes conversation much more accurate and fluid. **Kids can focus on the meaning of what they are trying to say rather than the motor mechanics of finding and targeting a symbol on the screen.**” <http://adaptingcreatively.blogspot.com/2012/07/one-easy-way-to-increase-vocabulary-on.html>

The goal of motor planning is automaticity. When a motor plan becomes automatic, the cognitive demand is reduced.

<https://asa.confex.com/asa/2011/webprogramarchives/Session5471.html>

Motor Memory aka: Motor Automaticity



Where do we find this vocabulary?

PRC
www.prc.com 800.343.1981

100 Frequently Used Core Words

Interjections (social words) yes thank you hi / hello	Adjectives (descriptive words) more big fast same pretty blue good new happy	one little slow different red yellow bad old sad
Prepositions I my you he she we	me mine it she they	Prepositions (placing words) on in up down for with under
Question Words what where why	when who how	Determiners (pointer words) this that some all
Pronouns (he/she/it words) be am was do can will	are were did have	Conjunctions (connecting words) and but
Verbs (action words) go turn look find open eat get want say come like color work finished / all done	stop make see put close drink help need tell read feel let's play	Adverbs (tell when, where, how) not / don't now here there away again

Word List based on:
• Banajee List of Toddler Vocabulary
• Dutch Pre-Primer & Primer
• Cal Van Tassel's First 50 Words
• LAMP Starter Words
• PRC Core Starter Sets
• Clinical Judgment

PRC Compiled research on core vocabulary

**How to Choose Vocabulary for a Core Vocabulary Board
Hybrid Lists**

Gail Van Tatenhove took the Benajee lists* and compared them to other lists and to language samples from the devices of augmentative communication users. She came up with the following hybrid lists that she uses in clinical practice. These lists can be used to add new words for language learning and for communication expansion. (*Benajee, M., DiCaro, C., & Burtz-Shickel, S. (2003). Core Vocabulary Determination for Toddlers Augmentative and Alternative Communication, 2, 67-73.)

Clinical Application of the Benajee List

First 8 Words:

1. all done	5. more
2. help	6. stop
3. want	7. that
4. mine	8. what

First 15 words:

1. all gone	6. I	11. Stop
2. away	7. a	12. that
3. go	8. like	13. want
4. help	9. have	14. what
5. here	10. more	15. you

First 30 Words

1. again	11. I	21. out
2. all gone	12. in	22. put
3. away	13. a	23. some
4. big	14. like	24. stop
5. do	15. like	25. that
6. down	16. mine	26. there
7. get	17. more	27. up
8. go	18. my	28. what
9. help	19. off	29. what
10. here	20. on	30. you

First 50 Words



1. again	14. get	27. mine	40. stop
2. all	15. go	28. more	41. that
3. all done	16. good	29. my	42. that
4. away	17. happy	30. not	43. there
5. bad	18. help	31. now	44. turn
6. big	19. here	32. off	45. up
7. come	20. I	33. on	46. what
8. do	21. in	34. out	47. what
9. don't	22. I	35. play	48. where
10. down	23. like	36. put	49. who
11. drink	24. little	37. read	50. why
12. eat	25. more	38. sad	51. you
13. feel	26. me	39. some	


Gail Vantatenhove
created a hybrid list
based off of
Benajee's research

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
10.	open	turn	stop	over


University of
NC-Chapel
Hill- Has put
together the
DLM's first 40
core words



Refer to the vocabulary on your core based communication devices

Who is core vocabulary good for?



- Students at-risk for developing speech
- Students who are English Language Learners
- Students that have Selective Mutism
- Students with language processing disorders
- Students that have difficulty initiating communication/interaction
- Students that need support with expanding expressive language
- Students that need support with organizing and structuring language
- Students that need to increase their vocabulary (and understand the meaning of the vocabulary)

All students!!!

Important things to remember!

ALL people need & use core vocabulary to communicate.

Core vocabulary is critical for language & literacy development.

Core vocabulary aligns with classroom curriculum and common core standards.

It is never too early to provide access to core vocabulary to students at-risk for developing useful speech



Barrington 220's Core Vocabulary Initiative

Aka: Universal core approach to teaching language and literacy



**We unify the classroom &
our student's lives with core
words and visuals!**



All students with complex communication needs are exposed to and using CORE vocabulary and visuals throughout their day.

We have found this not only helps support our AAC users, but **many** students that struggle with language & literacy!!!



What this looks like in our district...

We use core vocabulary words taken from research on language (toddlers-adults) and on literacy



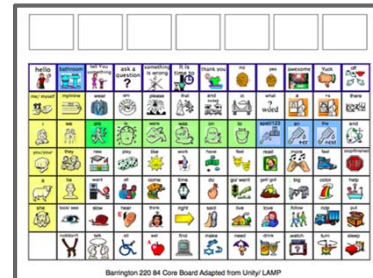
What this looks like in our district...

We use Minspeak Symbols for the **core words** when a visual is needed. We stay consistent district-wide when using pictures for the non-picture producing words. We use these as our “anchor” symbols



What this looks like in our district...

When using low tech boards and most devices, we use "Unity or LAMP" set up (based off of one hit 32 or 84)



What this looks like in our district...

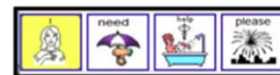
•We think in core when developing lessons and activities- "core it out"



•These words and visuals are built into the lessons and activities at school and home.



•We think in core when engineering our visuals and supports.



What this looks like in our district...



•When students at our ELC start at 3 yrs. old (or students new to the district) they are exposed to core vocabulary on day 1.

•We have a Power Words Curriculum for our ELC students

•We model on the boards & devices as much as we can. We talk to students visually and verbally.



What this looks like in our district...



•We provide on going training & support for staff, students and parents.



•We provide the resources and materials to support staff and parents.

What this looks like in our district...



Hold a SETT meeting if a student needs something different or more high tech

220
SABINGTON
SCHOOL DISTRICT

SETT Process for Assistive Technology AAC Consideration

This process:

- Gather's information about the student (home & school perspective)
- Enables all involved to participate actively (staff, student, parents, student when appropriate, etc.)
- Creates an atmosphere where everyone's thoughts and observations are heard, valued and respected
- Helps get everyone on the same page: since we approach it together from the beginning, it is our hope that everyone will be successful in working through on the tools and services that we deem appropriate


Student	Environment	Tasks	Tools
Information about the student, Strengths, Weaknesses, likes, motivators, behaviors.	List the tools or methods that are currently being used to support communication and supports that have been used in the past- note pros and cons of each.	Specific to communication, What would you like the student to be able to do that they cannot currently do now? List specific vocabulary words and phrases and communicative intent.	What Features would you like to see available for the student on a communication system?
Name: Grade:			

K. May 2015

Since district wide core implementation we now see...

- Staff, student, and parent's comfort level & confidence has increased
- Related service staff & classified staff feel empowered & more comfortable with AAC
- Vocabulary and visuals are embedded into the curriculum & daily routine



- Although students may be using different modes to communicate, they all have similar vocabulary
- Staff and parents are modeling! We talk to the students visually and verbally (supports expressive and receptive language)
- Focus has shifted away from a  device and more on language & literacy
- An excitement for sharing resources
- STUDENTS ARE COMMUNICATING!!!**

Top Tips for Rolling out an Initiative....

Make it a school/ district wide initiative

Develop / adopt your low tech boards and have staff model using the boards

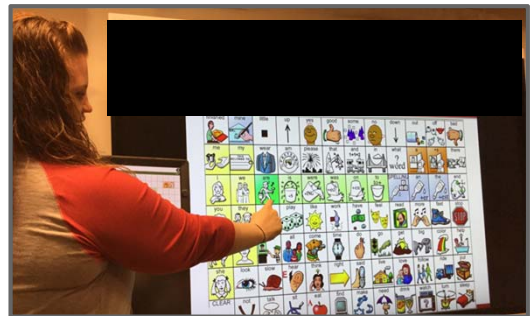
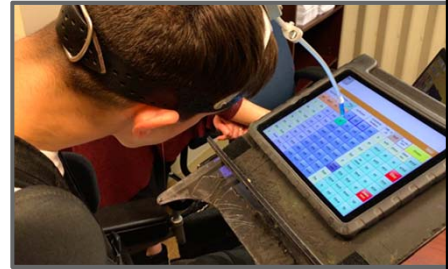
Be conscious of the words you are using and how you are asking questions in order to use more core words (ie:  descriptive teaching)

Provide resources ie: Collaborative Google Site

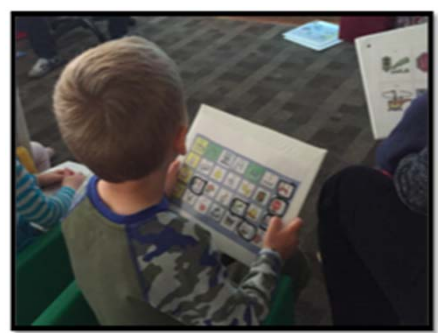
Training! Training! Training! (Staff, students, and parents)-Teach partner skills & build a comfort level for talking with the boards & devices

Hold a SETT meeting for individualized/ customized supports

Strategies for Providing Core Based AAC Systems to Individual Students...



Core is not just about a board or device, it can look different for different students....



Verbal Speech...

Become fluent in core!

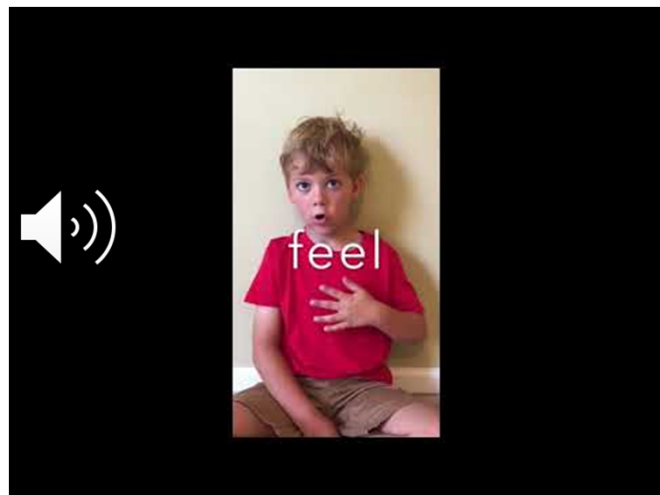
Be conscious of the words you are using to talk to students and how you ask questions to encourage core vocabulary use and expand language.



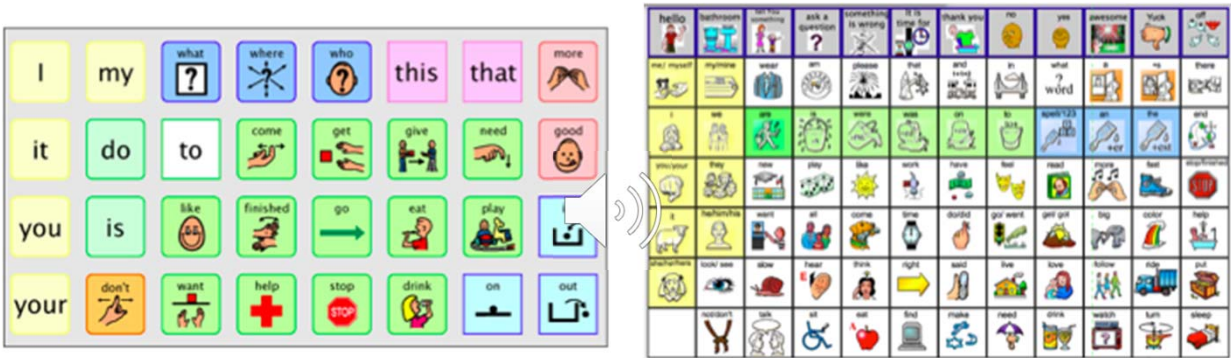
- Articulation
- Apraxia
- Fluency

Initial	N	L	N
Initial	Personals	Initial	Initial
See	Read	Like	Color
Said	Ride	Liked	Food
Sit	Right	Look	Drink
Sun	Rode	Little	Like
Somebody	Yell(s)	Love	Like
Someone	Mare	Fall	Look
Something	Turn	Feel	Work
Several	Color	All	Think
Final	Work	Several	Talk
Yes	Worked		Talk
Thin	Are	Medical	Drink
Medical	Here	Only	
	There	Color	Medical
	Were	Follow	Worked
	Wear	Like	Lined
	Star	Felt	Looked
Clusters	Own	Clusters	Clusters
Stop	There		
Fast	Where		
Slow	Every		
Sleep	Everybody	Slow	Si
Sleep	Several	Sleep	Initial
	Another		Go
			Good
	Clusters		Get
	Drink		
	Drink		

Sign Language...



Core with low tech AAC...



Class & individual student boards & binders

Core with low tech AAC...



There are many pre-made options available...

[Click Here](#)

Univ. of NC Chapel Hill



Class & individual student boards & binders

Core with low tech AAC...

There are many pre-made options available...



[Click Here](#)

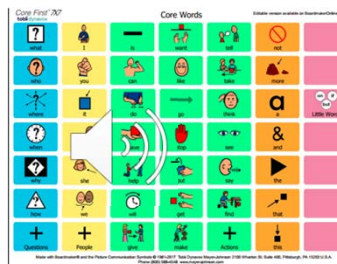
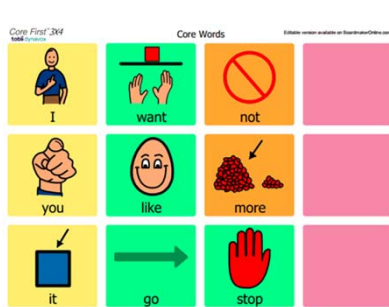
Pixon Project- on PRC website

Class & individual student boards & binders

Core with low tech AAC...

There are many pre-made options available...

[Click Here](#)



My Tobii Dynavox site- Resources

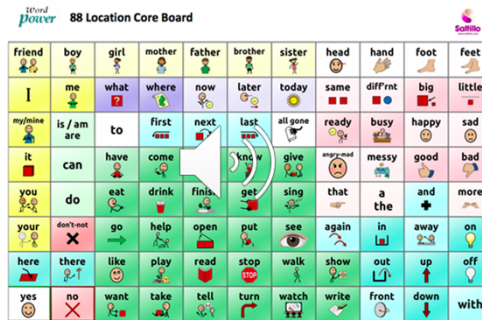
Class & individual student boards & binders

Core with low tech AAC...

There are many pre-made options available...

[click here](#)

Salttilo's boards



Tip: Explore with Early Books used in WordPower 60 Basic: Brown Bear, I Went Walking, From Head to Toe, Here Are My Hands, What Do You Like?, Big Green Monster, Mr. Donut!, Come Out and Play, Lunch Box Surprise, If You're Angry, Mom's Breakfast. This board was designed to support early language and literacy. salttilo.com

Class & individual student boards & binders

Core with low tech AAC...

There are many pre-made options available...

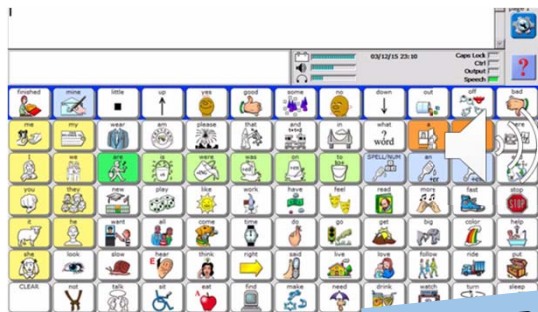
Assistiveware



Class & individual student boards & binders

Core with low tech AAC...

There are many pre-made options available...

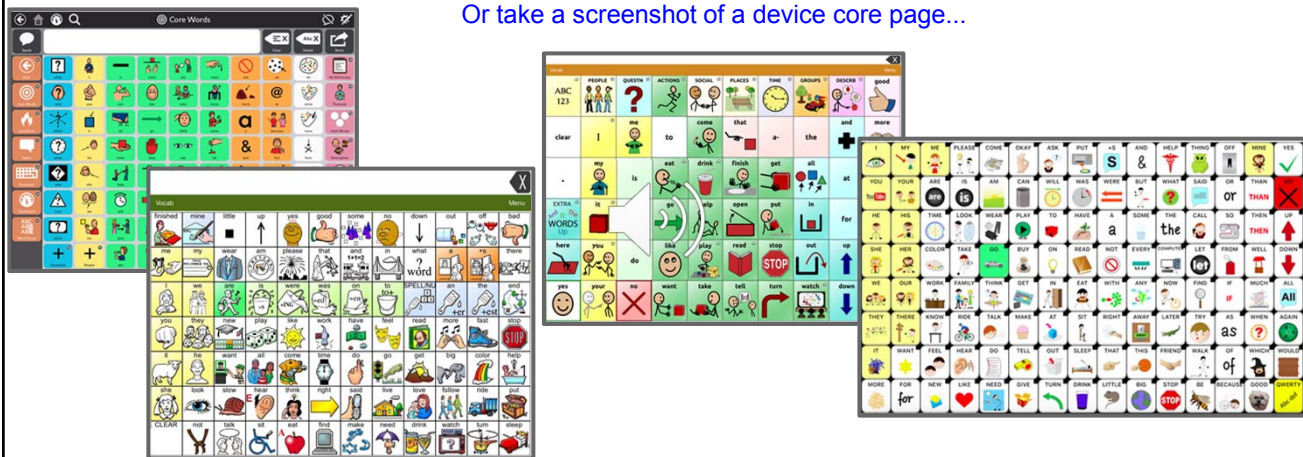


Unity & LAMP manual boards on www.aaclanguage.com
free resources

Class & individual student boards & binders

Core with low tech AAC...

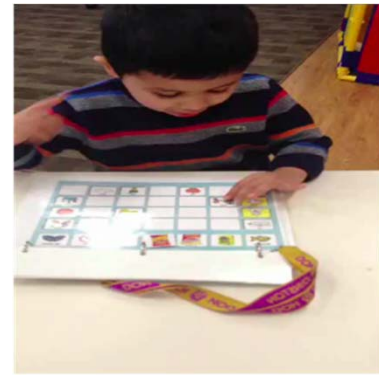
Or take a screenshot of a device core page...



Class & individual student boards & binders

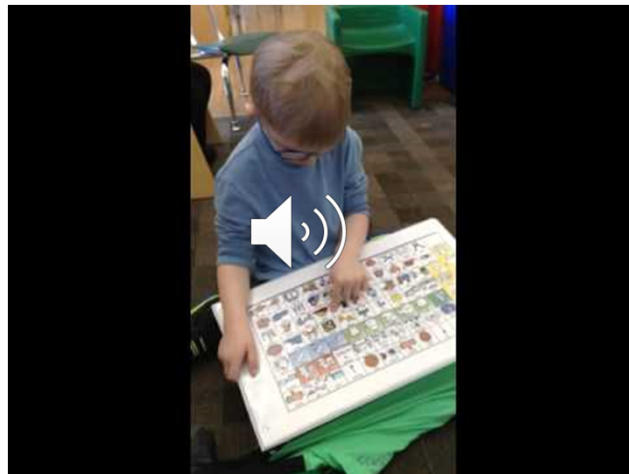
Core with low tech AAC...

Or create your own!



Class & individual student boards & binders

Core with low tech AAC...



Class & individual student boards & binders

Core with low tech AAC...

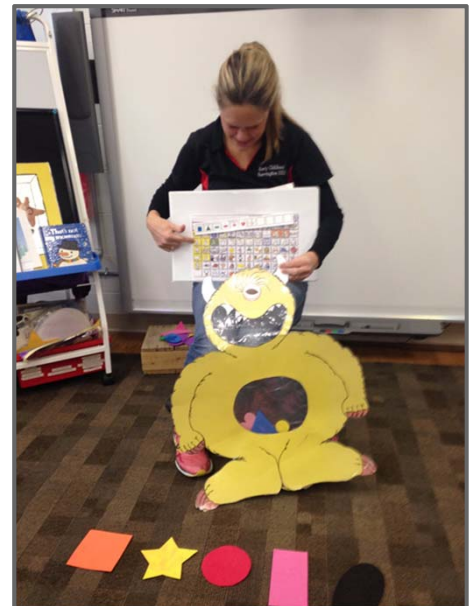


Bilingual Boards!



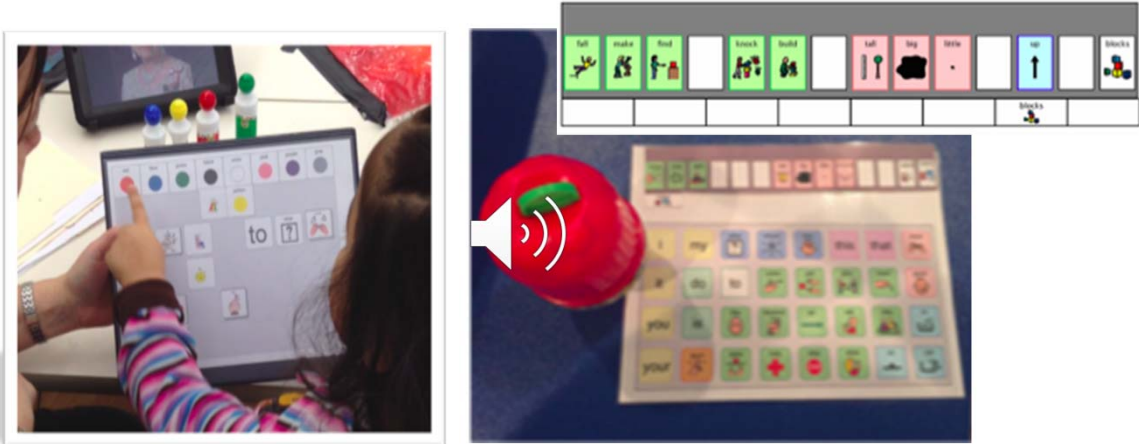
Individual student boards & binders

Core with low tech AAC...



Class boards

Core with low tech AAC...



Activity Specific Fringe Boards

Core with low tech AAC...



Activity Specific Fringe Boards

Core with low tech AAC...



Location Specific Fringe Boards

Core with low tech AAC...

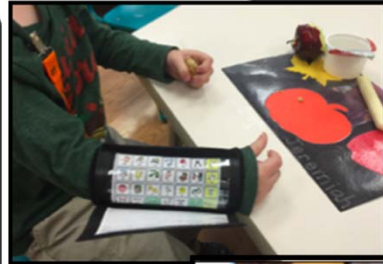
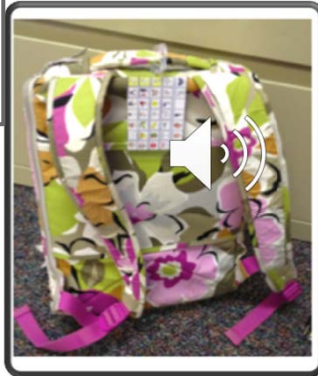


Placemat Boards



Core with low tech AAC...

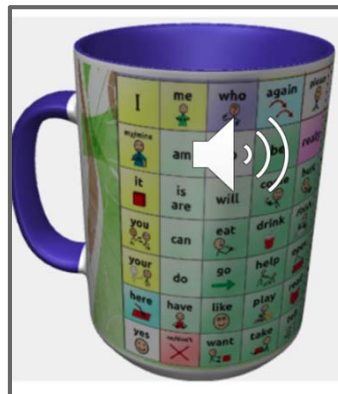
Don't leave my voice in a bag!
Take out my talker.
Charge my talker.
Talk to me using my talker.



Portable Core

Core with low tech AAC...

Snap + Core First
Core First is centered on Tobii Dynavox's systematic delivery of the Core Word vocabulary, allowing users to begin their communication journey where they are, while continually moving them forward.
Check out the new Snap + Core First software at tobii.com



Portable Core

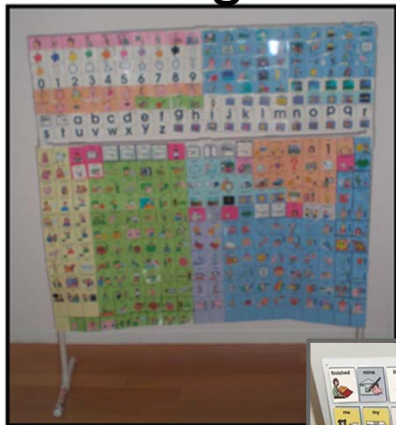
Large Visual Displays

- Allows for vocabulary instruction during group activities for all students
- Everyone can see communication being modeled including staff and peers
- Allows for multiple turn taking in a group
- Allows for greater opportunities for verbal students to increase their expressive language and learn vocabulary including word order

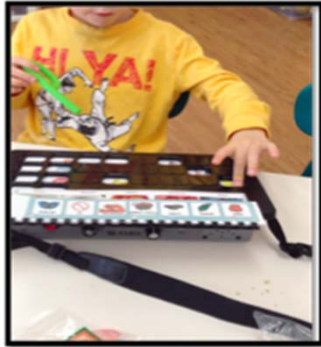


Hatch, Geist, & Erickson (2015)

Large Visual Displays



Core with static voice output AAC...



Core with static voice output AAC...



Single button devices ie: little mac & put em arounds

Core with high tech speech generating devices...



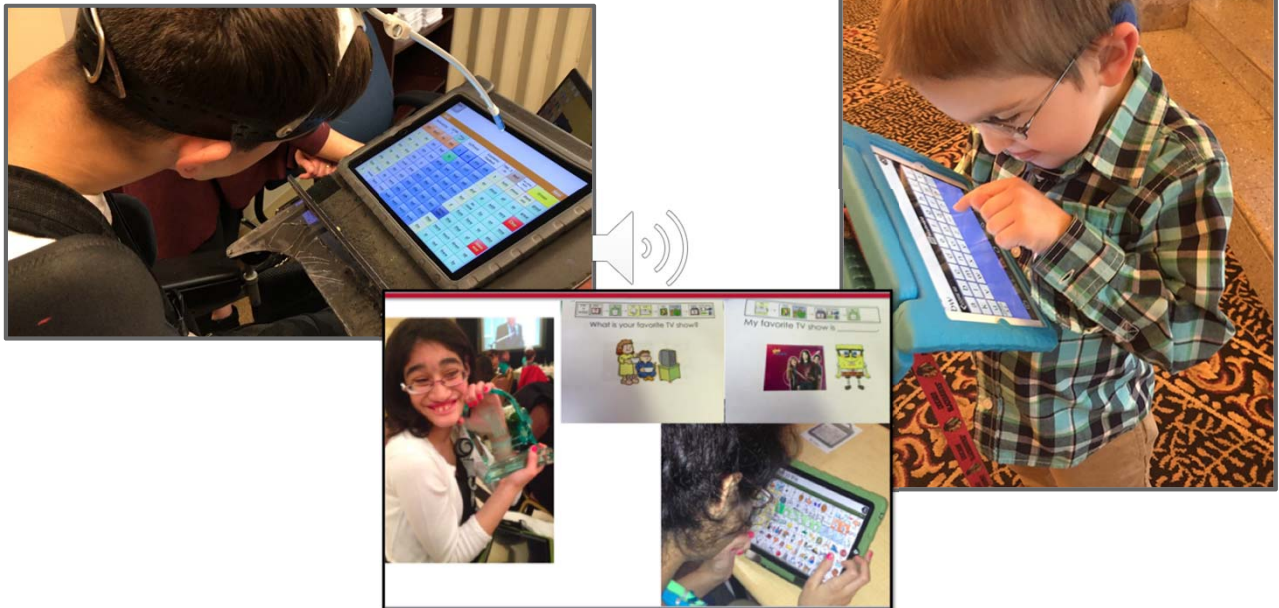
Core with high tech speech generating devices...



Core with AAC Apps...



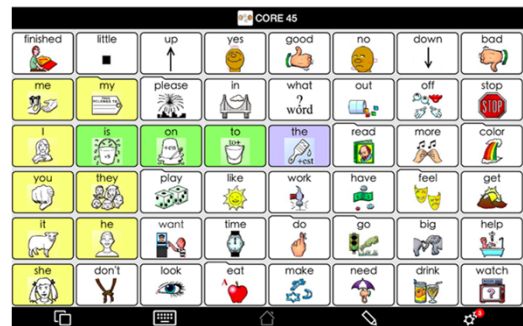
Core with AAC Apps...



Core with AAC Apps...



Customize Apps 32, 45, and 60 boards



Proloquo2go

Customize Apps

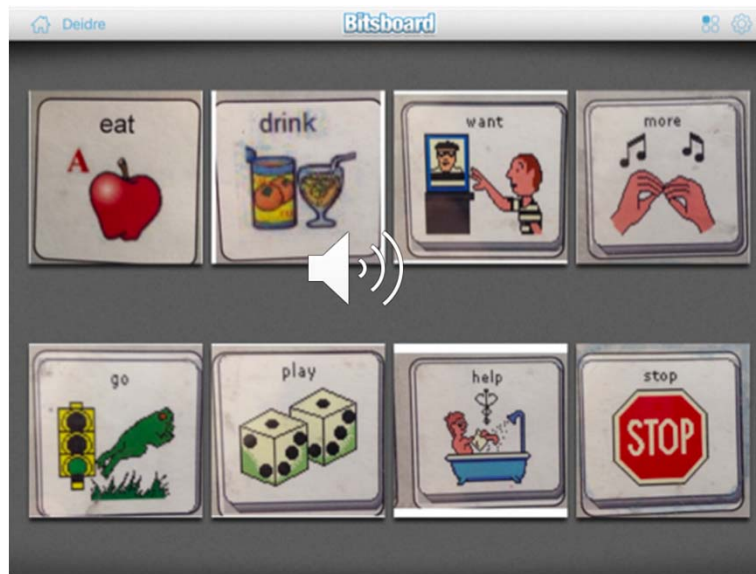
Customize for individual students



Proloquo2go



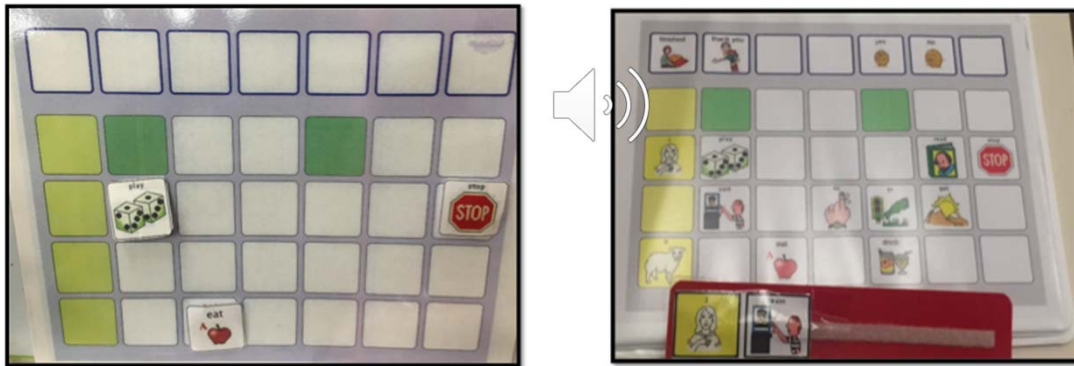
Customize Apps



Bits Board



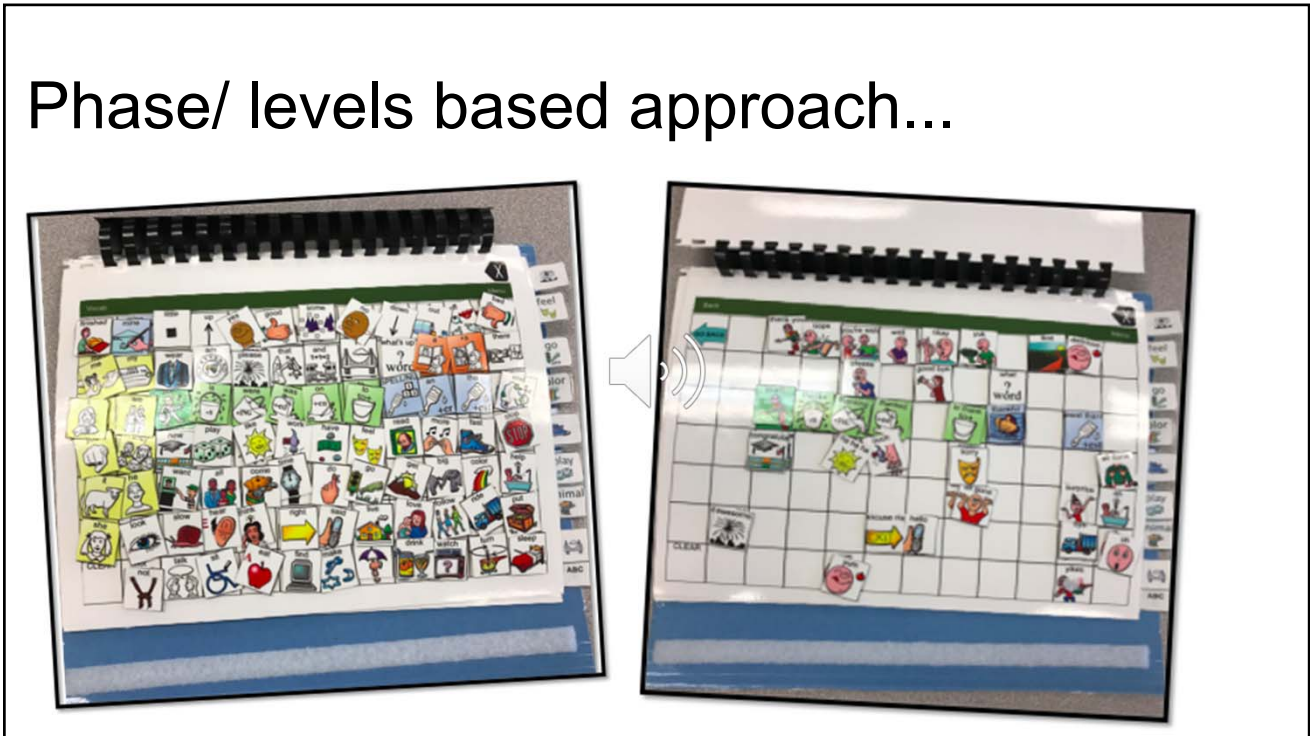
Phase/ levels based approach...



Phase/ levels based approach...



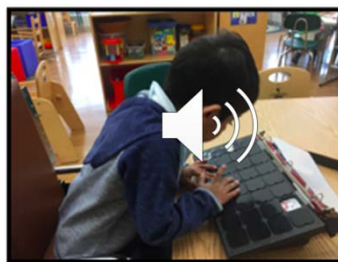
Phase/ levels based approach...



Phase/ levels based approach...

With mid tech devices

- Start with having only 1 or 2 words available during highly motivating activities



- Have your full board there to model



Phase/levels based approach...



With mid tech devices



Open 1-2 words during specific activities and then open up additional vocabulary to move up phases

Phase/ levels based approach...

With mid tech devices

Basic words/ phrases for activities to consider focusing on for Zayan
Remove the caps on the device for different activities. Start off by only having these words shown. You do not need to start off with all of these words shown at once, start off with only one or two shown during an activity

Phase 1
2 Primary goals:
1) We are teaching him that if he uses the device, he will get something (ie: I press "eat more", then I will get food).
2) We are modeling for him over and over how to use the device (while using your verbal words as well).

Snack/ Meal Time:
Eat More Drink

Playtime
Go more play

Music Time
Go Stop



Watching a Video
More Stop

Transitioning ie: going home or going to another room
Go

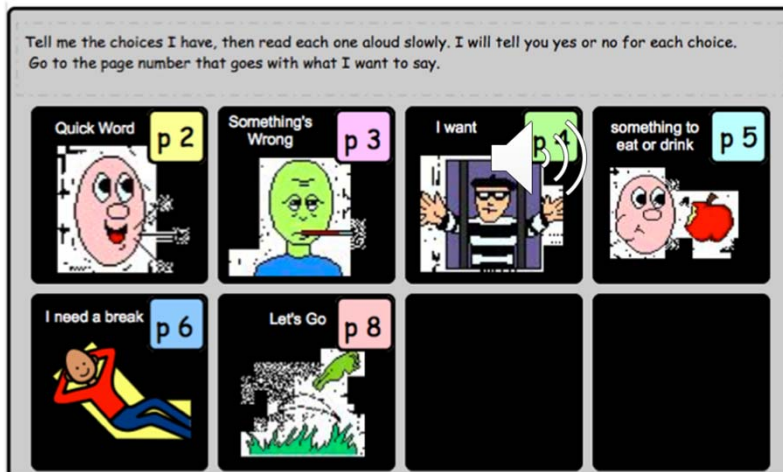
Phase/ levels based approach...

With high tech devices



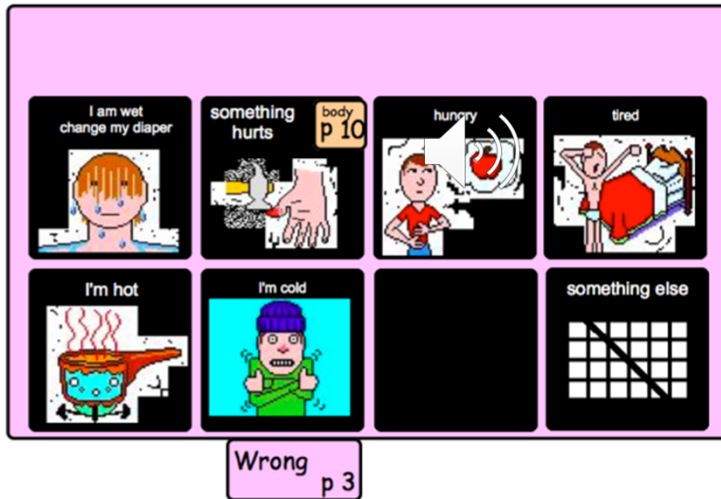
Partner Assisted Core...

With low tech options



Partner Assisted Core...

With low tech options



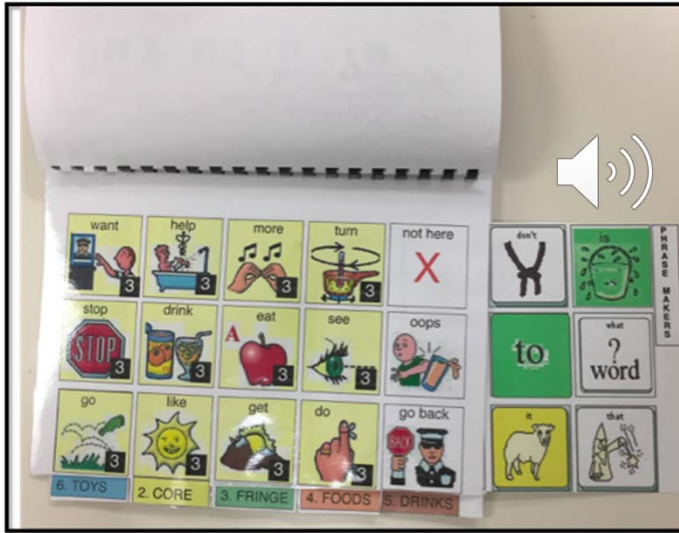
Partner Assisted Core...

With low tech options



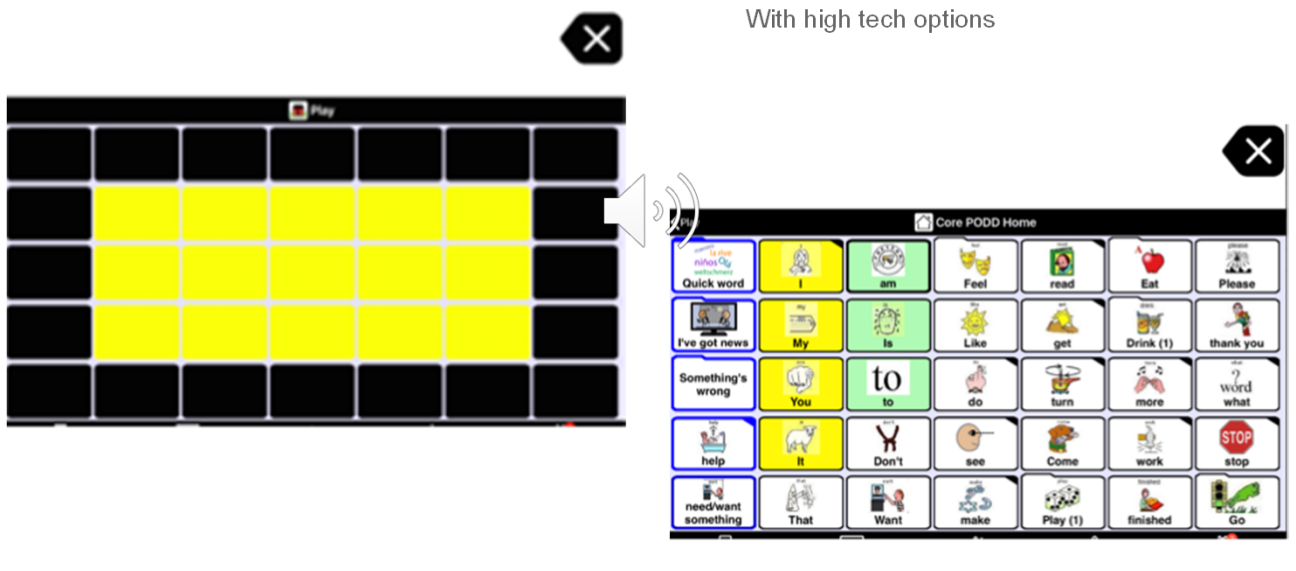
Partner Assisted Core...

With low tech options



Partner Assisted Core...

With high tech options



Partner Assisted Core...



Partner Assisted Core...

Low tech backup for modeling



Alternative Access...



Alternative Access...



Alternative Access...



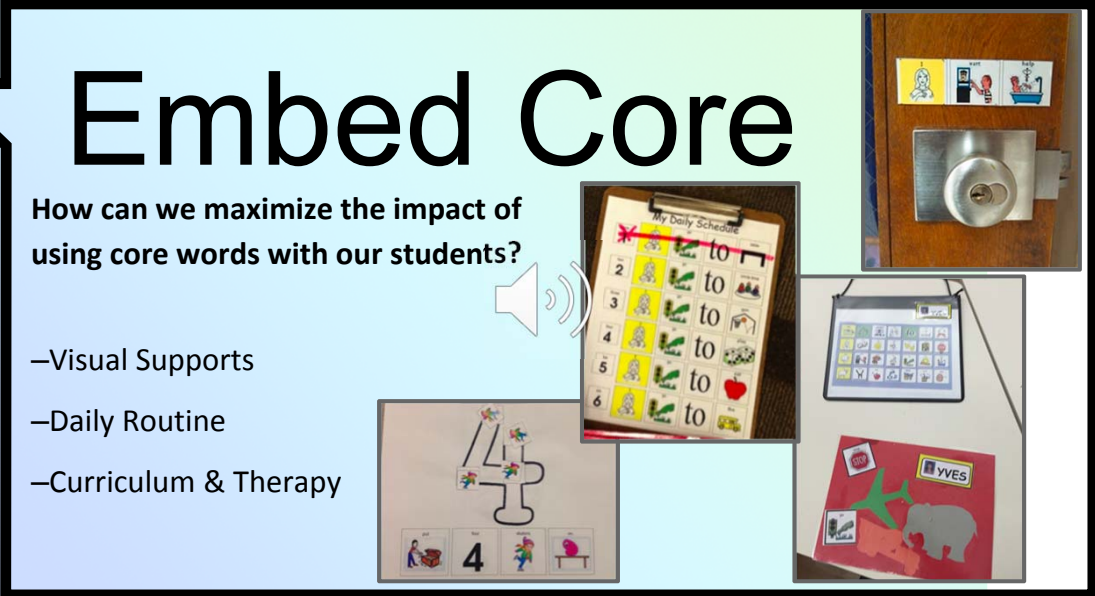
Alternative Access...





Embed Core

How can we maximize the impact of using core words with our students?

- Visual Supports
- Daily Routine
- Curriculum & Therapy



Embed Core- Visual Supports



Embed Core- Visual Supports



Embed Core- Visual Supports



Embed Core- Visual Supports



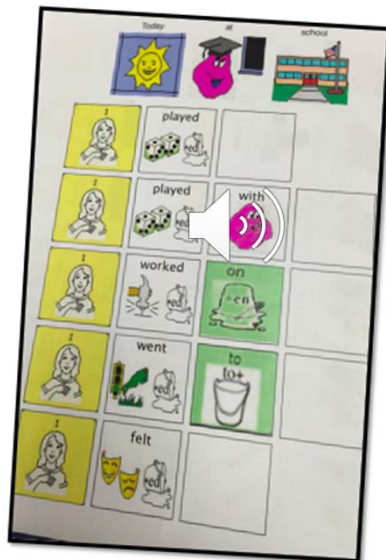
Embed Core- Visual Supports



Embed Core- Visual Supports



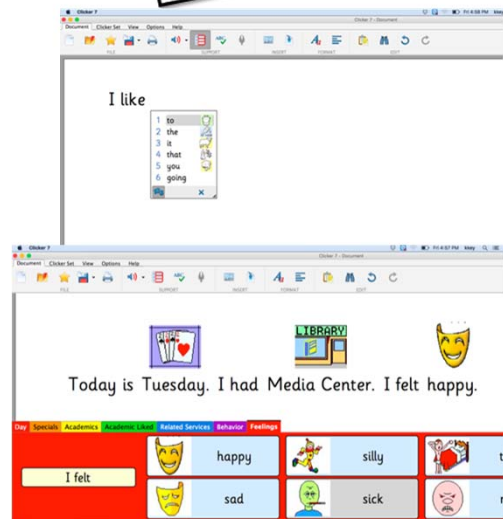
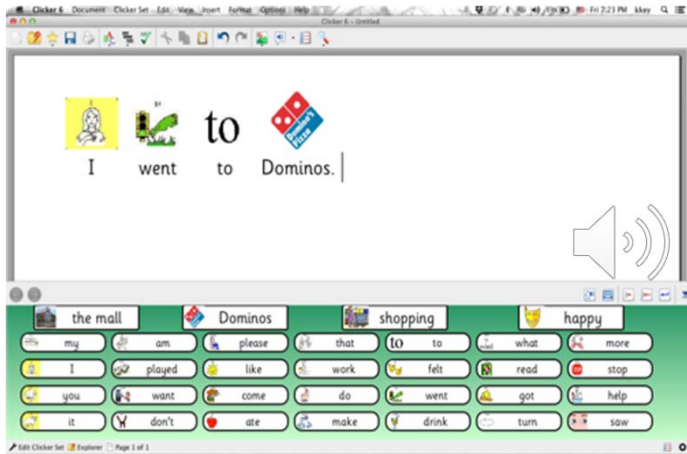
Embed Core- Daily Routine



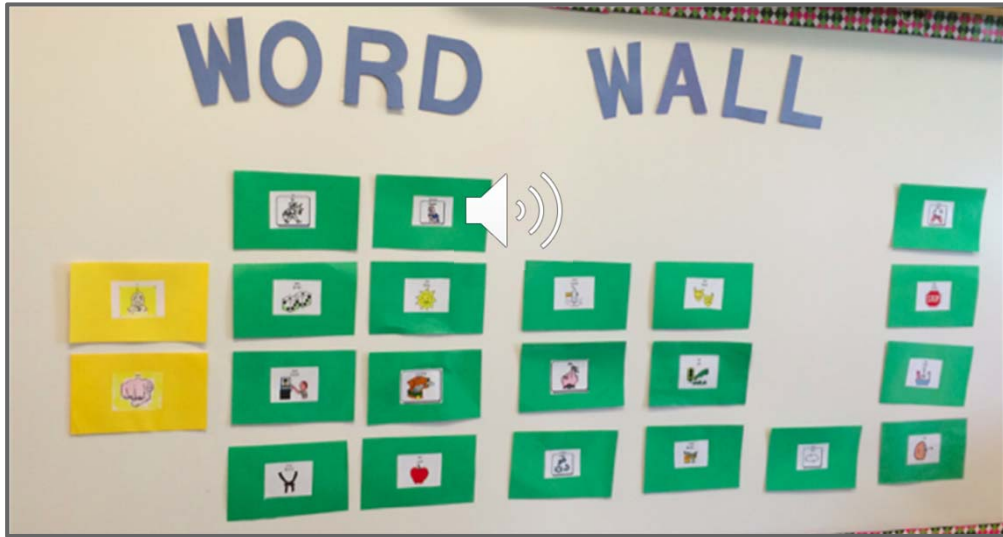
Embed Core- Curriculum



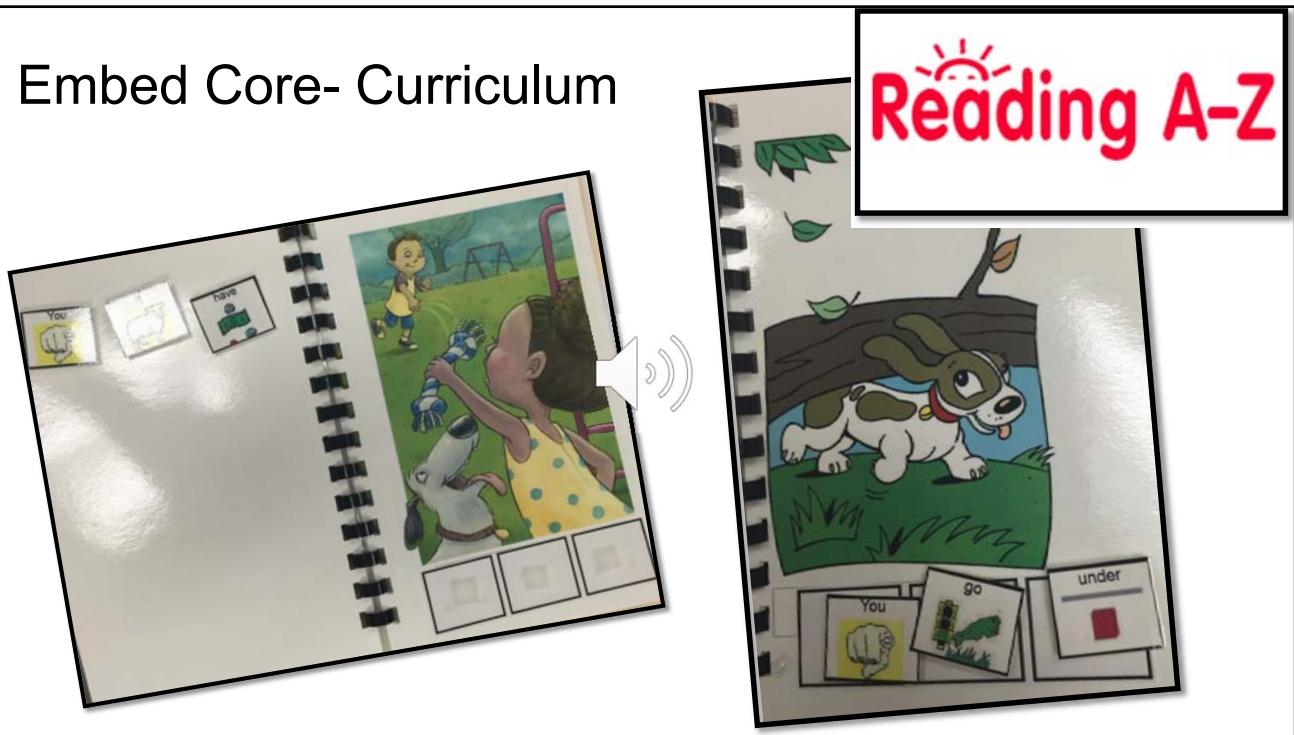
Embed Core- Curriculum



Embed Core- Curriculum



Embed Core- Curriculum



Activity ideas to support your core based AAC users...

Activity Ideas



Language Concepts Sandra Boynton

Beginner Intermediate Advanced

These activities will all focus on literature of Sandra Boynton. We have included loads of fun activities based on one of their books. We have included the book, a video, an app, a recipe, a writing template, an art activity and a game. We encourage that you also read other books by the same author. Most importantly, HAVE FUN and keep talking!

Themes Goal

Play Increase the number of words he or she uses meaningfully

Social

Basic Concepts

Humor

Questions

Actions

Holidays

Position

All About Me

Places

Animals

Food

Feelings

Routines

Describing

Math

Seasons

Vocabulary

Core Word Starter Set

Materials Needed

- Book, 'Blue Hat, Green Hat' by Sandra Boynton
- Blue Hat, Green Hat app
- Shaving Cream
- Food Coloring
- Bingo Cards
- Crayons or markers

Blue Hat, Green Hat

by Sandra Boynton

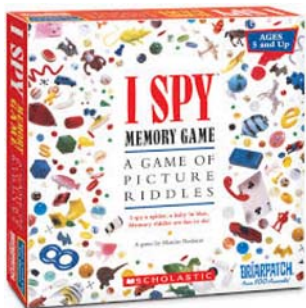
Save or Print Lesson Plan

A pdf version of the lesson plan can be printed or saved on a PC or tablet. Supplemental Materials (Books and Smart Charts) for this lesson are listed below and are saved or printed separately. Smart Charts provide Unity icons for each lesson to assist with modeling target words.



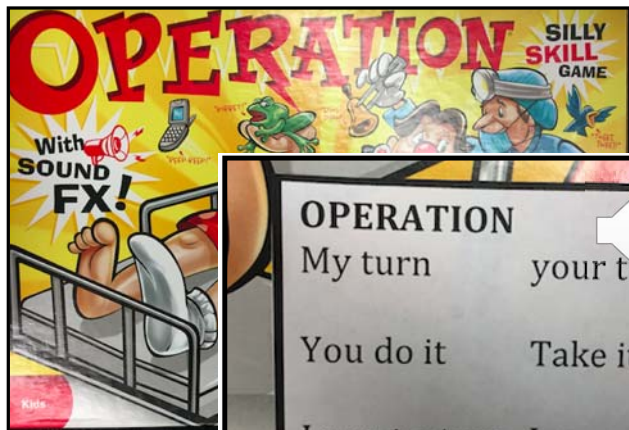
Lesson plans
Books to print
tips and more!

Activity Ideas- Play games!



My turn
 Your turn
 Go get it
 It is hot
 It is yellow
 I win
 You win
 I want that
 Is it a man?
 Play it again

Activity Ideas



OPERATION

My turn	your turn	I want it
You do it	Take it out	You did it!
I want a turn	I am scared!	Good job!
You win!	I win!	I did it!

Activity Ideas- Play games!

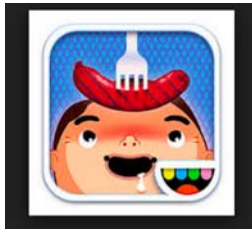


Activity Ideas- Play games



Activity Ideas

Apps to promote language & engagement!



Toca Boca



Pogg



Activity Ideas-

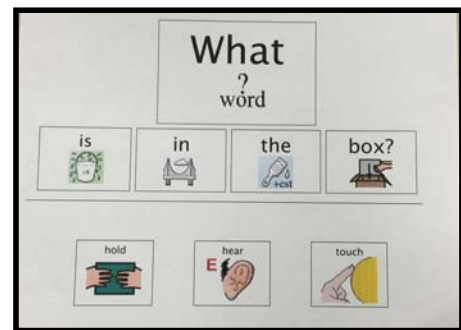
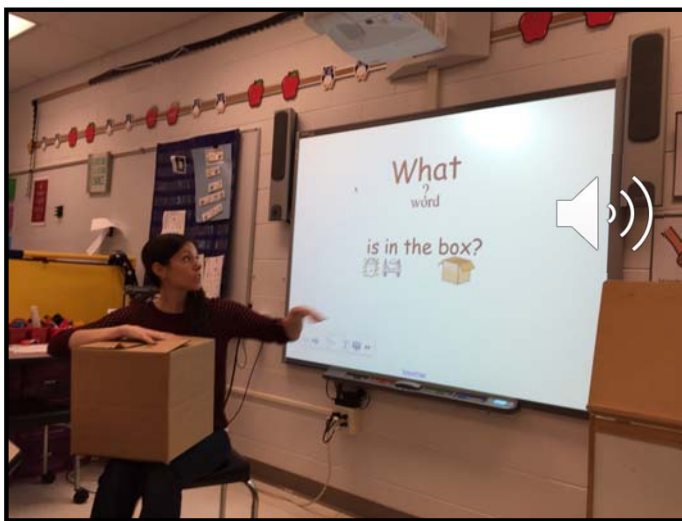


Activity Ideas-

Use wind up toys



Activity Ideas-



Activity Ideas-

CORE WORD 5 MINUTE FILLER

KINETIC SAND
Everyone loves to squish and roll and play with Kinetic Sand. Put cars or figurines or di

CORE WORDS	Verbs	want, go, do, like, help, etc	
	Describe	not, all done/finished, different, good, bad, fun, big, small	
	Quantity	more, some, all, one	
	Prepositions	on, in, here, there, out, off	
	Questions	what, where, who	
	Pronouns	I, you, the, this	
	Time	again, next	
EXAMPLE WAYS TO USE THE WORDS	NEEDS & WANTS	GETTING & GIVING INFORMATION	SOCIAL INTERACTION
	want want more want different no more not that stop, stop that need help do it again I want more ____. I/you need help.	what make? what do? what make next? who wants some? where put? put all in! look! look what I made! make this, make that, make it with that, make it big, make it little put in here, put on there give me some, give to me	can I make it? that good, that bad. fun, this is fun

Where do you go from here?

- Determine your school/ district low tech boards and symbol set to represent core words.
- Start modeling on the boards- everyone models! (4 comments for every question)
- Meet with your team and determine how best to meet your students needs with core
- Embed core words and visuals in your curriculum materials and visual supports
- Talk in core- be conscious of the words you are saying and how you are asking questions, so you can promote using core words vs. fringe.

Thank You!



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@ kkey_AT

Resources

- 36 location board-UNC Chapel Hill:
<https://www.med.unc.edu/ahs/clds/resources/universal-core-boards/Picture1.png/view>
- Pixon Project- on PRC website: <https://store.prentrom.com/the-pixon-sup-tm-sup-project-kit>
- My Tobii Dynavox site- Resources:
<https://dynavoxtech.force.com/devices/apex/CoreFirst>
- Saltillo's Boards: <https://saltillo.com/chatcorner/content/29>
- Assistiveware: <http://www.assistiveware.com>
- Unity & LAMP manual boards (under free resources): www.aaclanguagelab.com