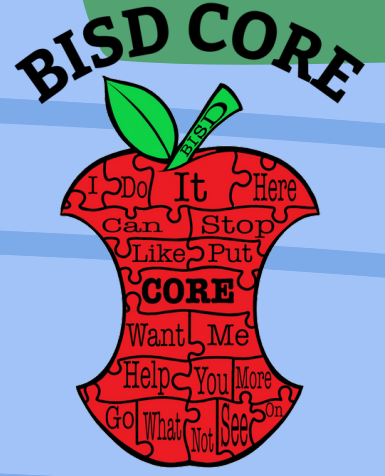
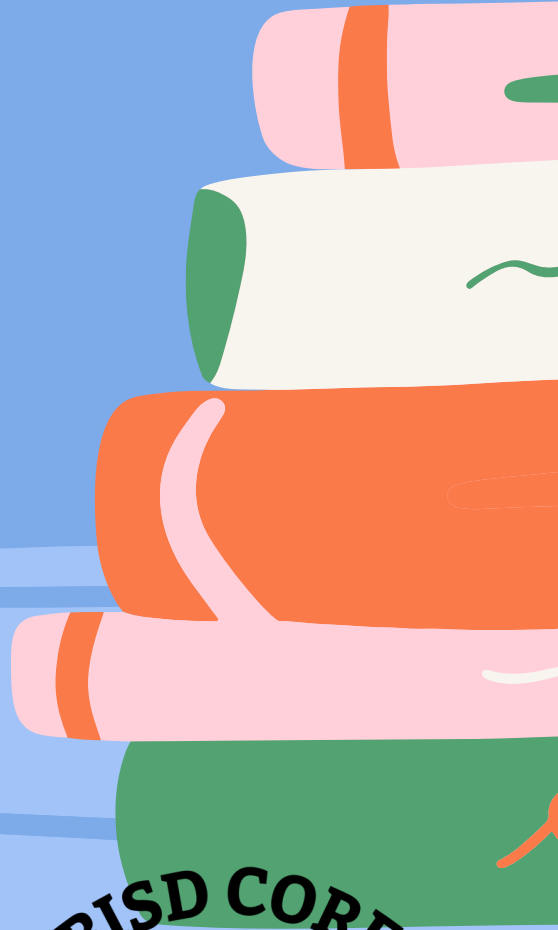


BRANCH INTERMEDIATE SCHOOL DISTRICT

Core in the Community

With Char Fincham
and Makenzi Peek



available here.

INTRODUCTIONS

Charlene Fincham

Diagnostic Teacher Consultant

Branch Intermediate School District

517-279-5811

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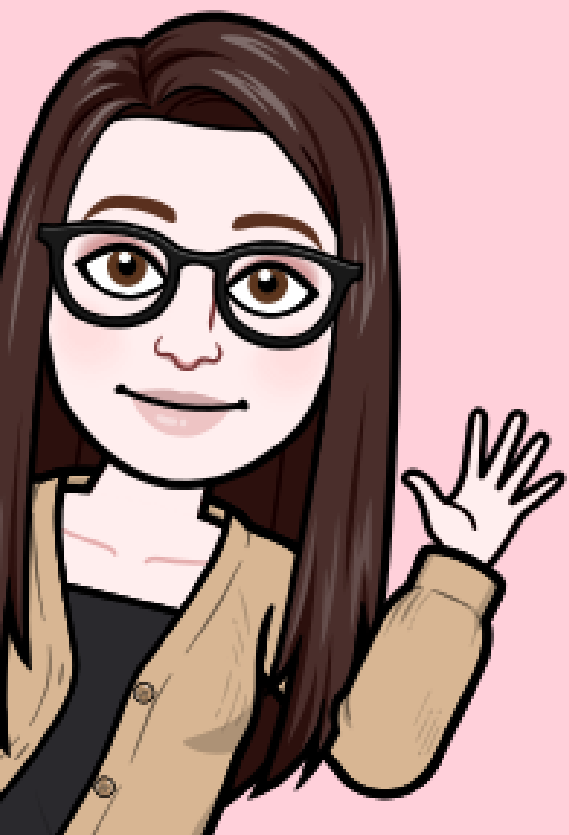
Makenzi Peek, M.A., SLP-CCC (she/her/hers)

Speech Language Pathologist

Branch Intermediate School District

peekm@branch-isd.org

hey.



DISCLAIMERS

Financial disclosures: None

Non-financial disclosures: We are both employed
at Branch Intermediate School District

Symbolstix Pictures:

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LEARNING OBJECTIVES

1. To understand the barriers that stand between our students and community members, impacting our students' ability to interact with other members of the community who may not understand their communication skills.
2. To assist attendees in developing ways to take down barriers in their own communities.



Vocabulary

CORE WORDS

THE WORDS THAT WE USE
80% OF THE TIME IN DAILY
COMMUNICATION.

FRINGE WORDS

THE WORDS THAT WE USE
TO IDENTIFY WHAT WE
ARE TALKING ABOUT

WHY WE CHOSE CORE

Specific Language System First AAC Approach

- Low Tech
- High Tech



CORE Words can help a person communicate basic wants and needs to anyone, even those who are not familiar with what CORE Vocabulary is.

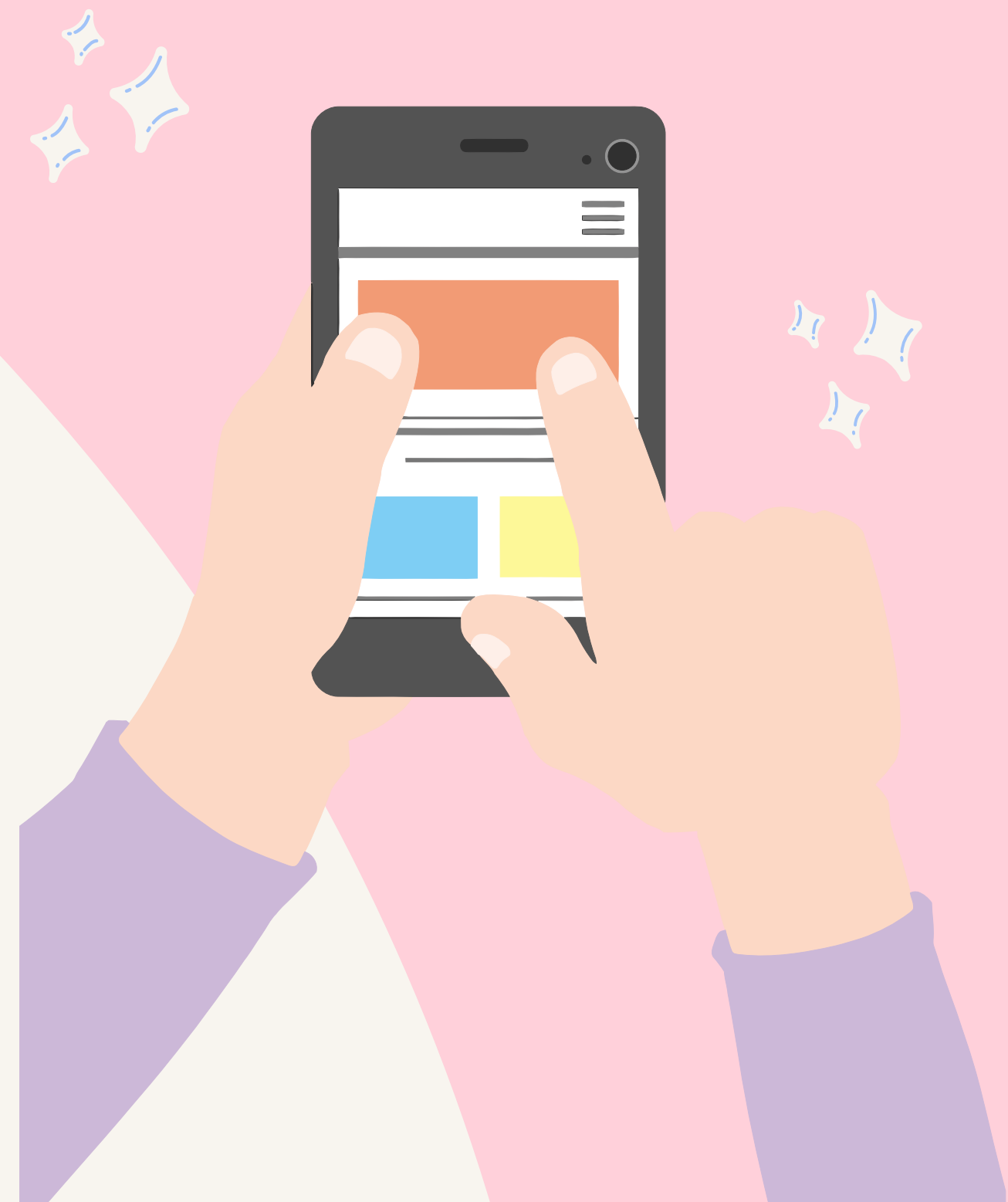
It passes the Wal-Mart Test.

Let's Talk!

Mentimeter

Why would a student need core?

8797 3509



<https://www.mentimeter.com/s/2bb47af42077cd44283c1d3d4b97d623/095b9c606408>

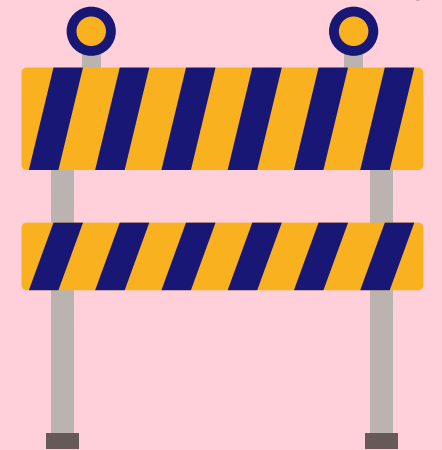
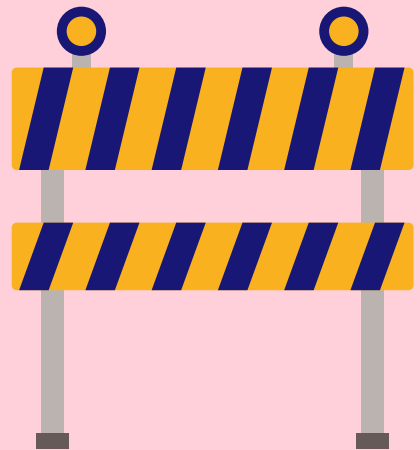
Barriers we faced with Implementation:

Buy In from:

Teachers: They showed interest, but were not overly willing to implement a new system. Change is Hard!

Parents: They get told a lot of "the new thing" for kids with special needs. They didn't want a new thing. They are the ones who can understand their child.

Community Members: "Those kids don't come here".



Where did we start?

We started where everything else in
Special Education starts:
with the data.



According to www.mi.gov at the fall count, Branch County currently had 5,629 students enrolled within our public schools during the 2020-2021 School Year. Of those 5,629 students, 750, or 13.32% have been identified as having a disability of some kind, qualifying him/her for Special Education Services. This is an increase of 32 students as compared to 2019-2020 school year.

Waldron learning center, our county's center-based program, currently has 70 students enrolled. Of those 40% of students have difficulty with communication, while 31% have no recognizable language at all.

Currently, school Speech Pathologists are servicing 117 total children in our county with little to no verbal language.

The numbers discussed on the previous screen only include those students who have been identified as having a disability.

In addition to students identified as having a disability, one of our local schools also reports that 22.47% of students enter the school buildings each day without the ability to communicate using English as a first language. If these students are in our schools, they are certainly in our communities struggling to effectively communicate with others.













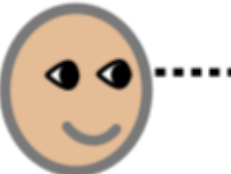







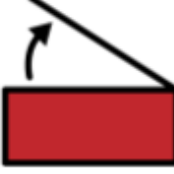
















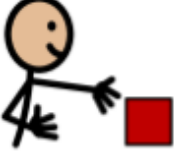
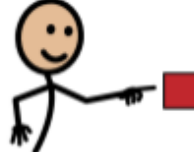


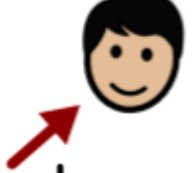




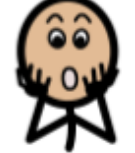

During the 2020-2021 School year 838 children were enrolled in our Birth to 5 programs, including Head Start. Of those 838 children, 153 or 18.25% of those children received Special Education Programs and Services.

The data tells us we need to be proactive, not just in the school setting but in the community as well.

This data was also what we needed to help us get buy-in from the general education teachers.

We started in the Gen Ed Setting with a focus on our English Language Learners.

To support the student and to bring value to the teachers we had our boards translated into German, French, Arabic, and Spanish.

Je/moi  I	veux  want	prendre  get	faire  make	pas  no	plus  more	ce/cette  that	qui  who
mon/ma/mes  my, mine	aller  go	regarder  look	tourner  turn	aide/aider  help	tout/toute  all	ici  here	que/quoi  what
vous/tu/toi  you	aime/aimer  like	ouvert  open	faire  do	arrêtez/arrêter  stop	quelques  some	dans  in	où  where
ce  it	peux can	jouer  play	mettre/poser  put	finir  finished	encore  again	sûr  on	quand  when
elle  she	est  is	ne pas  don't	différent  different	besoin  need	ce  this	En haut/au-dessus  up	pourquoi  why
il  he	suis am	sera  will	le même/ la même  same	bon/bonne  good	dégoûtant  yucky	oh oh  uh oh	hey/salut  hey

WE DISCUSSED WITH TEACHERS HOW CORE CAN IMPACT GENERAL EDUCATION

English Language
Learners

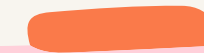
Sight Words

Social Skills
with Peers

Expanding
Sentences

Visual Learners

Slow Down



Sight Words

Most core words are also on the
Dolch Sight Word list.

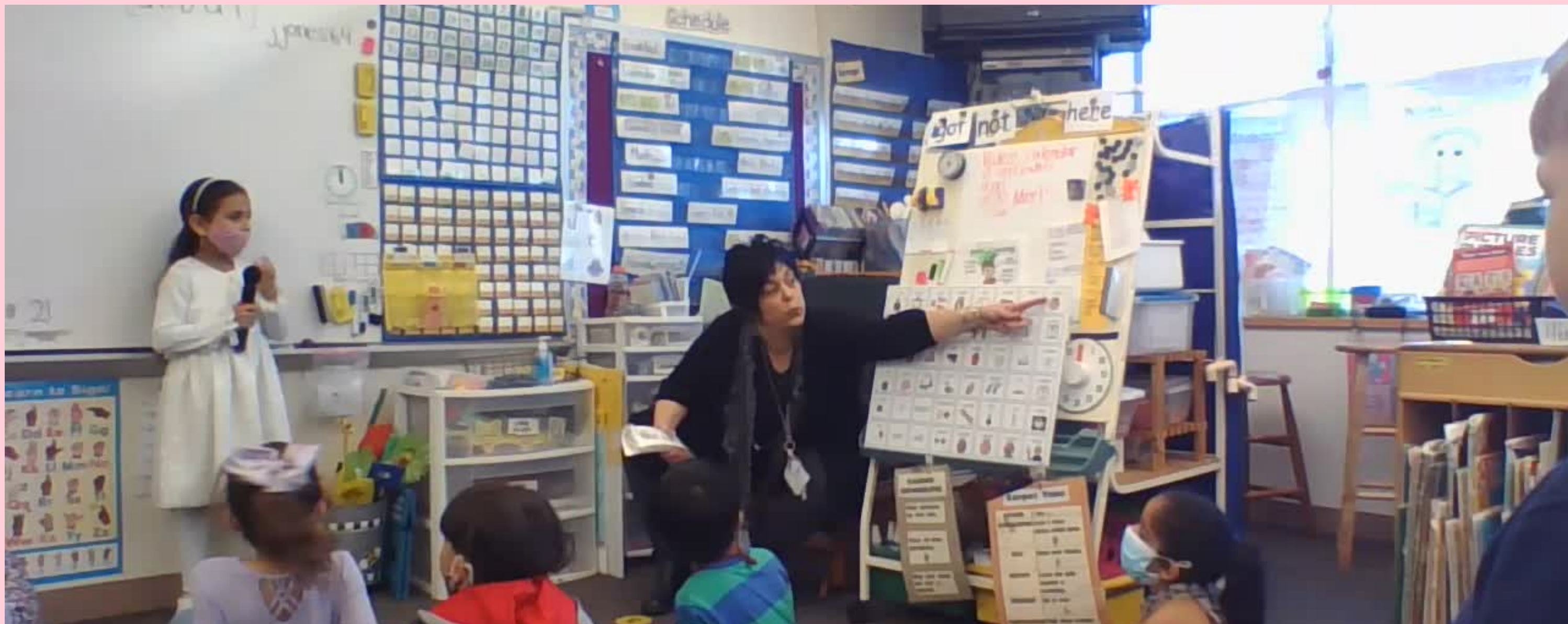
Expanding Sentences

Core words are often important language constructs that many children have difficulty with.

Ex. She/He, Is/Are, Same/Different









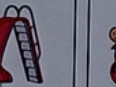


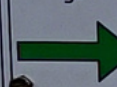










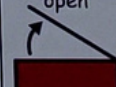
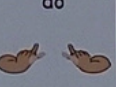



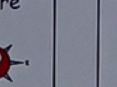
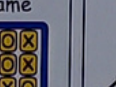


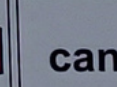

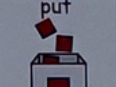

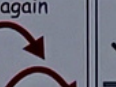

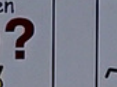



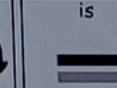

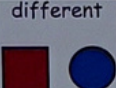







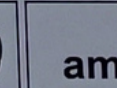
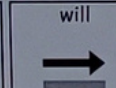
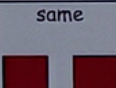


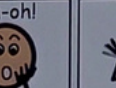



Visual Learners

Many students benefit from both visual and motor movement cues.



Social Skills with Peers

When you can speak the same language as your special education peers, then you can create long lasting friendships.

I, me 	want 	get 	make 	not 	more 	that 	who 	slide 	merry-go-round 
my, mine 	go 	look 	turn 	help 	all 	here 	what 	ball 	monkey bars 
you 	like 	open 	do 	stop 	some 	in 	where 	game 	swing 
it 	can 	play 	put 	finished 	again 	on 	when 	tag 	climb 
she 	is 	don't 	different 	need 	this 	up 	why 	walk 	down 
he 	am 	will 	same 	good 	yucky 	uh-oh! 	Hey! 	drink 	bathroom 

EXPLANATION OF USAGE

CORE Vocabulary are the words in our daily language that we use most frequently when talking to others. **CORE** can be used by the speaker and the listener to converse back and forth.

Words displayed on the board can be used in multiple ways with many individuals. To use **CORE** simply touch the picture, and verbally say the word.

RECOGNITION OF FUNDS DONATED

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Slow Down

When using core words we naturally slow down. This benefits students learning language and any student with fluency concerns.

WE ALSO FOCUSED ON CORE IN THE COMMUNITY. WE NEEDED TO:

Builds relationships with schools and agencies.

**Builds awareness of special needs in your
community.**

**Increases independence opportunities for ALL your
students.**

Increases safety for your nonvocal students.



Safety First:

We began by training all local fire, police, and EMS. From there we transitioned to our local hospital and doctor's offices. In total, more than 150 individuals have been trained in just these fields.



Your business matters:









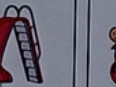


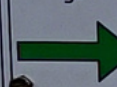










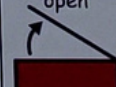
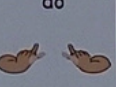



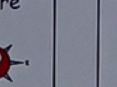
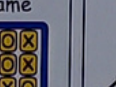


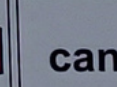

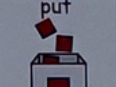

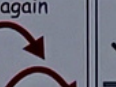

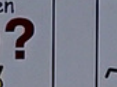



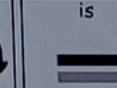

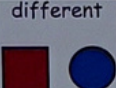







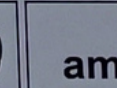
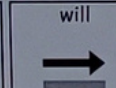
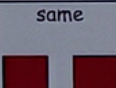


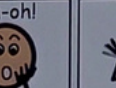



BISD CORE BOARD

BISD CORE AVAILABLE HERE



SCAN FOR CORE BOARD

Window Clings with our CORE logo are in the process of being dispersed to community businesses, along with training if the business is interested. Through the QR Code on the Window Cling families can scan the code and have instant access to the Branch ISD CORE Board in each of the available languages. They are also able to access boards that speak. This allows for individuals to be more independent, to be functioning members of society, and to complete daily tasks in the community independently. It also allows for businesses to interact with these individuals when before they may have had a difficult time understanding the lack of language, use of sign language, or other modes of communication.

I, me 	want 	get 	make 	not 	more 	that 	who 	slide 	merry-go-round 
my, mine 	go 	look 	turn 	help 	all 	here 	what 	ball 	monkey bars 
you 	like 	open 	do 	stop 	some 	in 	where 	game 	swing 
it 	can 	play 	put 	finished 	again 	on 	when 	tag 	climb 
she 	is 	don't 	different 	need 	this 	up 	why 	walk 	down 
he 	am 	will 	same 	good 	yucky 	uh-oh! 	Hey! 	drink 	bathroom 

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Funding and Support

Grants through our local community foundation.

Presentations at all of the local service clubs.

Local Radio talks.

Massive amounts of emails and phone calls.

Parent Events

Word of Mouth

Networking

All totaling nearly \$10,000 in monies to support our vision and drive to make our community accessible to all.

RESOURCES

www.project-core.org

www.n2y.com

www.brcofoundation.org

www.branch-isd.org



QUESTIONS? CLARIFICATIONS?

Please feel free to contact us through email or phone.



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or

finchamc@branch-isd.org

Mobile Number

517-279-5811