



Grid



# Super Core

Communication Book

Getting started

Created by

**Smartbox**



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# Introduction

Based on the hugely popular Super Core grid sets, the Super Core Communication Book is a comprehensive paper-based adaptation of the vocabulary and principles of the grid set. Hard-wearing and portable, the book is designed to provide a vocabulary that is adaptable, accessible and versatile, giving users access to language when an electronic device may not be suitable or available.

Whether being used as the first steps into communication or as part of a full communication system, the book presents over 2,000 of the most useful and commonly used words, organised in a way that is consistent and meaningful. The separation of the book into three clear sections – core vocabulary, topics and activities. This simplifies navigation, and allows you to personalise the vocabulary needed by each individual.

- ✓ Full and robust core vocabulary
- ✓ Organised in a consistent and meaningful way
- ✓ Includes everyday, activity specific language
- ✓ Over 70 topic pages
- ✓ Based on experience and grounded in research
- ✓ Access to over 2,000 words of the most useful and commonly used words

# Who is Super Core for?

Super Core is designed for children of any age, who use AAC to communicate. It is suitable for a range of users, including those who are:

- Starting out with symbol communication
- Exploring more comprehensive vocabulary
- Pointing to symbols (direct access)
- Using Partner Assisted Scanning (PAS)

You'll find lots of vocabulary for daily routines and play activities, making it easier to learn and explore language with activities that are familiar and fun, encouraging AAC to be used all day, every day!



# Using the Communication Book

The communication book presents the vocabulary from the electronic version of Super Core in a way that keeps the navigation feeling easy and intuitive.

The book is arranged in three sections, with colour coded, numbered tabs to make navigating through the book clear and simple to use.

The book is also designed for children who are using the book directly themselves, or with the help of a communication partner using Partner Assisted Scanning.



## Direct Access

The person using the book selects words in the book by touching it. This is then spoken by their communication partner.



## Partner Assisted Scanning (PAS)

A technique used with children or adults when they are unable to directly access a communication aid. In PAS, the communication partner scans through the letter or word choices by saying and pointing to each one, moving through the choices sequentially, waiting for a yes or no response after each choice. The yes or no response is often non-verbal through eye, head or body movement, or facial expression.

The layout of the book is closely based on the **Super Core 30** grid set. This means that the book can be used alongside the grid set and will be immediately familiar to the user. Super Core vocabulary boards, posters, and lanyards are also available to be used alongside the book and grid set, making Super Core a comprehensive communication system, suitable for a range of situations.

Because of the high level of consistency and similarities between Super Core 30 and 50, learners who use Super Core 50 can also use the Super Core Communication Book.

### **Out of the box**

Designed to be practical, personal and hard-wearing, the communication book is a ready to use paper-based communication solution that can quickly be adapted for the user.

When you first open the folder, you will see the main Super Core vocabulary page, and three index tabs on the right-hand side:



The core vocabulary is already included in the folder, allowing you to start communicating straight away.

The Activities and Topics pages are supplied as vocabulary bundles, allowing you to choose the relevant vocabulary to include or leave out of the book.

With numbered tabs and indexed pages, it is easy to add or remove the pages to adapt to the individual user. Every page is also labelled so you can see where it goes in the book.



# Key features

- **Designed to stand by itself**, the book can be placed on a table, wheelchair tray or floor in front of the user. It can also be laid flat or held in the hands or placed on a lap
- **Removable strap** so the book can be easily carried
- **Large symbols** which are clear and easy for the learner or their communication partner to see and point to
- **Additional pages can be edited, printed and added** from Grid 3 using the Super Core Communication Book grid set (via Online Grids)
- **Tear-resistant, water-resistant paper** makes the book tough and resilient, with wipe-clean pages, so the book can go everywhere that communication needs to happen!
- **Three clearly defined sections** (Core, Activities and Topics) help to make navigation easier, so you always know where you are in the book

- **Colour-coded and numbered tabs** help to make navigation predictable and easier to learn



- **A consistent core vocabulary** allows learners to use the same core words across a range of activities and topics. Either flip between pages of the book and the top core page, or remove the page to use alongside other pages in the book or as a standalone core word board
- **A mini core vocabulary** at the back of the book ensures that the core vocabulary can be seen and used wherever you are in the book







Question words

Describing words

Action words

Little words

Content tabs

who 	what 	why 	where 	when 	again 	finish 
I / me / mine 	am is are	want 	see 	now 	that 	open 
it 	go 	stop 	good 	in 	on 	put 
you / your 	help 	like 	more 	not 	here 	choose 
he / she 	hurt 	think 	different 	play 	turn 	

core

activities

topics

Core keyboard

people +	questions +	actions +	describe +	little words +	feelings 	places 	time 	position 
1	2	3	4	5	6	7	8	9

who 	I / me / mine 	it 	you / your 	he / she 	why 	want 	stop 	like 	think 	when 	now 	in 	not 	play 	finish 	open 
what 	am is are	go 	help 	hurt 	where 	see 	good 	more 	different 	again 	that 	on 	here 	turn 	put 	choose 

People words

Category

Mini core

# The Super Core vocabulary system

Super Core is a language system designed to help AAC users experience success with symbol communication. It was designed to be easy to learn and use, combining core vocabulary with activity specific language.

The communication book uses the Widgit symbol library. Widgit symbols are used worldwide to help users of all ages, abilities and backgrounds who have difficulty with text or communication.

Widgit symbols



Super Core is full of features to support language development, learning and literacy.

It focuses on the most functional, high frequency words that we use most often - with single words, letters and phrases to support spontaneous, flexible and fast communication in any situation.

Core vocabulary						
who	what	why	where	when	again	finish
I / me / mine	am is are	want	see	now	that	open
it	go	stop	good	in	on	put
you / your	help	like	more	not	here	choose
he / she	hurt	think	different	play	turn	abc

Quickly say the most useful, high frequency words.

Super Core has lots of fringe words too. Fringe words are much more specific words which we tend to just use in certain situations or activities. These include words like “balloon”, “tractor”, and “toast”.

In the communication book, the core and fringe vocabulary is in the same place as it is in Super Core 30 wherever possible. On opening the book, the first thing the user will see is the core vocabulary. The layout of words will be familiar to those who already use the electronic version of Super Core 30 and, for those hoping to move on to use it, the familiarity they build through using the book will support that transition.

### Extended core

The extended core vocabulary is colour-coded, and organised into categories, with the child-friendly labels:

Label	Grammatical term	Colour	Examples
People words	Pronouns and nouns	Yellow	he, them, man, girl, doctor
Action words	Verbs	Green	go, run, could, cut
Naming words	Nouns	Orange	bucket, cat, plate
Describing words	Adjectives	Blue	big, cold, special, yellow
Little words	Prepositions, determiners, conjunctions and adverbs	Grey	and, of, because, up, in
Question words	Interrogative pronouns	Purple	who, what, why

### People

On the people pages you will find more pronouns (e.g. he, she, them, we), and people nouns (e.g. girl, man, mum, dad, friend, police officer, teacher).

### Questions

The questions page contains lots of words that can be used for asking questions (e.g. **where** is that?). You can use this page for answering questions too (e.g. have you got what you need? **I have**). These words are often used within a sentence, as well as just for asking and answering questions – but this can be a good way to teach them.

**TIP:** You could start by showing the learner how to use them within questions. This will teach the location of these words. Later you can go on to show the learner how these words can be used in other types of phrases and sentences.

## Actions

The actions page is the place to find all the verbs in Super Core. You will also see some of these action words repeated on other pages, like the daily, play and school pages.

The words in this page have been grouped together by a type of action. Each group has a tab which can be used to navigate to that page to use the action words of that type.

think  
and talk

+ 3a

These actions all relate to **thinking, feeling** and **talking** (e.g. pretend, pray, sing, smile, love). The words “think”, “feel”, and “say” are also all on the core vocabulary page and the core keyboard.

everyday

+ 3b

These actions are all things that be **done every day**, at home or school, as part of everyday routines and learning (e.g. learn, read, wear, wait, hear, count). Many of these action words are very useful, as some of the words are things, we need to do everyday - like “eat”, “wash”, “sleep”, and “breathe”.

doing

+ 3c

These are actions that are **done to something**, an object or a person (e.g. open, pour, buy, dig, win). Most of these words are known as **transitive verbs** and work best when they have an object after them - such as “open the door”, “buy some milk” and “win the game”.

moving

+ 3d

These are action words where you can see **movement** and show the action happening (e.g. push, build, decorate, shake, drive). These actions can all be taught very visually, by showing how things move.

## Describe

Describe is where you will find all the **adjectives** in Super Core. Some of them are also repeated in the **daily, play** and **school** pages.

The describe pages have some helpful phrases and sentence starters to support sentence building and reduce the need to navigate back to other pages.

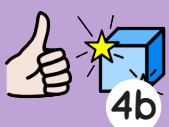
Adjectives that are used in a similar way or used to describe similar things have all been grouped together.

### looks



These describing words can all be used to describe **how something looks**, or to describe **something you see**.

### quality



These words all describe the **quality of a person or a thing**. This can include how good or bad it is, with words like “special”, “worse”, or “naughty”. You’ll also find more abstract words like “unfair”, “strong” and “difficult”. It might help to remember that lots of these words can be used to answer a question like “what was it like?” (e.g. funny, weird, dangerous).

### tastes



These words describe **things that you can feel**, like temperature (e.g. hot, cold, warm), texture (e.g. soft, furry, hard) and **taste** (e.g. yummy, delicious, fizzy).

### feels

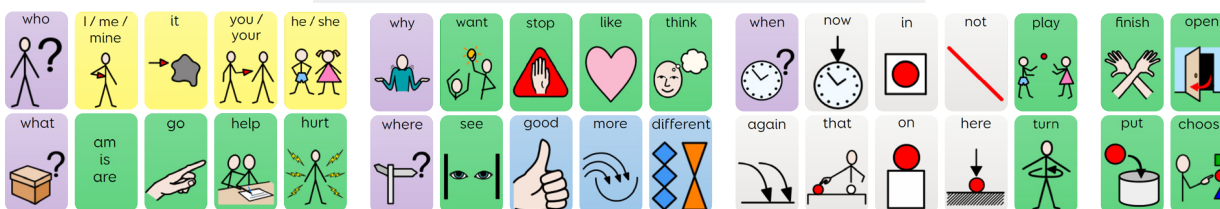


On this page you will find words to describe the **size of something** (e.g. big, little, enormous, medium).

## Little words

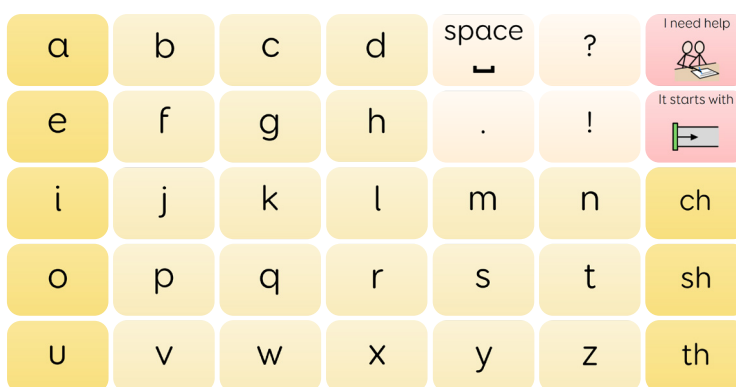
The little words page is filled with different types of useful, short words. There is a selection of **conjunctions** (e.g. and, but, because, if) **determiners** (e.g. an, each) and **quantifiers** (e.g. some, any).

## Mini Core



In order to ensure that core vocabulary is always available, a Mini Core page at the back of the book is always visible. Words are arranged in horizontal blocks which match the vertical columns on the top page. This makes it easier to use the Mini Core with partner assisted scanning.

## AEIOU keyboard



Super Core includes an AEIOU keyboard for learners at any level of literacy development to explore letters and sounds. This keyboard has been used in the book given its suitability for use in partner assisted scanning, but also to highlight the vowels.



# Activities and Topics

As well as a tab for the core vocabulary section, there are two more, for Activities and Topics. As well as supporting navigation between the three sections of the book, these are also printed with a symbolised index of potential content in those categories. Pages relating to daily activities are first, followed by pages for play activities. Each core word section, each activity, and each topic are numbered, with a corresponding numbered tab to navigate to that page.

**TIP:** To navigate to a page, place your finger on the tab and slide it up, under the pages above it to reveal the page you want. This design means you can still see the tab once you're on the page you want, so you can quickly see where you are in the book. For example, when you are on the People page, you can still easily see the People tab.

The index tabs also mean that the user can easily indicate what they would like to talk about, even if that page has not yet been added into the book. For example, they might indicate that they want to talk about Cooking (under Activities) or Holidays (under Topics) and these pages can then be added in from the vocabulary packs if they are not already in the book.

# Choosing vocabulary

As every user is different, some vocabulary may be very important to someone, and other vocabulary might not be needed. All of the core, activity and topic vocabulary available in the Super Core 30 grid set is provided with book, but do not feel that you need to include them all. Not everyone will want to talk about playing with bubbles (under Activities) or need to talk about sensory needs (under Topics). The pages will work together as a whole or as a selection. Choose which works best for you.

## Activities

The activities in Super Core are based on **daily routines**, like getting dressed, going to the toilet, and sleeping, and **play activities**, like bubbles, trains, and pretend play. This focus on daily and play activities helps to encourage communication that is meaningful and motivating!

Activities index						
toilet 1	shopping 5	sleeping 9	Mr Potato 13	music 17	craft 21	ball 25
washing 2	cooking 6	singing 10	drawing 14	balloons 18	pretending 22	building 26
dressing 3	learning 7	bubbles 11	dressing up 15	trains 19	water 23	
eat & drink 4	going places 8	cars 12	sand 16	play dough 20	reading 24	

activities

## Vocabulary arrangement

Each page contains single words on the right-hand side of the page, which are relevant to the topic. For example, on the Sleeping activity page, you'll find words like "night", "tired" and "story".

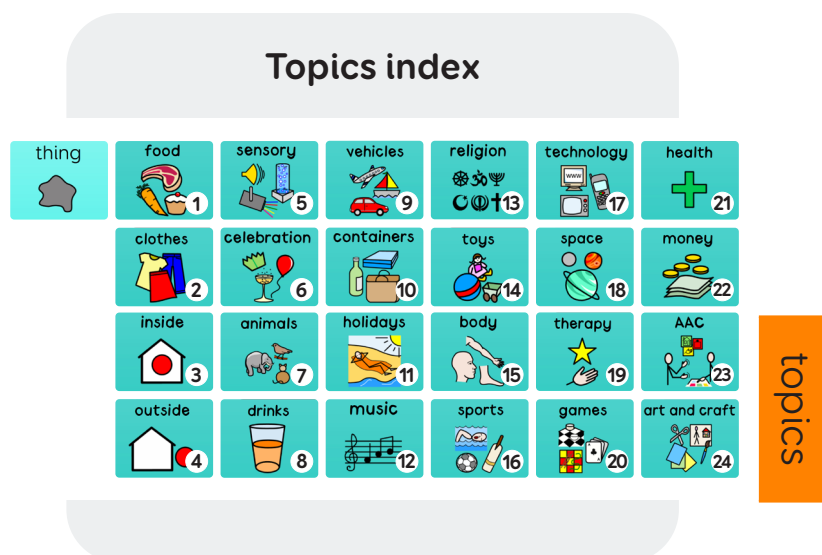
On the left-hand side of each activity page, there are quick phrases which are relevant to that activity. For example, on the Sleeping activity page, you'll find phrases including "good night", "tuck me in", and "what time is it?".



## Topics

There are over 1,000 fringe words to discover in Topics. Each topic is organised by frequency (how often a word is used) and semantically (by what the word means) to help learners quickly find the words they need.

For example, on the Vehicles page, you'll find vehicles that fly grouped together in one column, and those that go on water in another.



## Topic categorisation

Several Topics in the communication book are broken down into smaller topics within them. A good example of this is food, which has several pages within it, including Fruit, Vegetables, Snacks and Flavours. To keep navigation simple, you'll only see these once you have navigated to that Topic, at which point, they will be found on the right-hand side of the book. Every Topic is numbered, and pages within each Topic keep those numbers, with letters to support navigation further. For example, the Food topic is number 1, so Fruit is 1a, Snacks is 1b and so on.

## TOPICS

### 1 food

- 1a** fruit
- 1b** snacks
- 1c** meat
- 1d** vegetables
- 1e** breakfast
- 1f** salad
- 1g** meals
- 1h** spreads & sauces
- 1i** flavours
- 1j** dessert
- 1k** fast food

### 2 clothes

- 2a** accessories
- 2b** parts
- 2c** sports clothes
- 2d** more clothes words

### 3 inside

- 3a** appliances
- 3b** bedroom
- 3c** tools
- 3d** bathroom
- 3e** kitchen
- 3f** living room

### 4 outside

- 4a** garden things
- 4b** outside play
- 4c** tools
- 4d** plants
- 4e** weather
- 4f** water places

### 5 sensory

### 6 celebration

- 6a** birthday
- 6b** Christmas
- 6c** Easter
- 6d** Halloween
- 6e** more celebration words



**7** animals

- 7a** farm
- 7b** pets
- 7c** wild
- 7d** birds
- 7e** water
- 7f** insects
- 7g** baby

**8** drinks

- 8a** flavours

**9** vehicles

- 9a** more vehicle words

**10** containers

**11** holidays

**12** music

**13** religions

**14** toys

**15** body

- 15a** head
- 15b** organs
- 15c** privates
- 15d** puberty

**16** sport

- 16a** sports words
- 16b** sports clothes
- 16c** more sports words

**17** technology

- 17a** internet
- 17b** more technology words

**18** space

**19** therapy

**20** games

**21** health

**22** money

**23** AAC

**24** craft

- 9a** more craft words



# Simple AAC and Super Core

Communication partners can use the Simple AAC framework to support AAC users. Each letter of Simple AAC represents a different strategy, from modelling and making it interesting, to thinking about the different ways we can respond.



**S**

## **Show**

Point to symbols as you talk to model language! You don't need to point to every word, just the most important ones.



**I**

## **Interesting**

Keep things motivating and fun. Base activities for learning AAC on the learner's interests.



**M**

## **Months and months**

Learning AAC takes lots of time - just keep modelling! Don't worry if the learner is not using AAC straight away.



**P**

## **Pause**

Give learners lots of time to respond. Pause to show them it's their turn to talk. Try counting to 10!



**L**

## **Language**

Teach different types of words - describing words and action words and more. Not just things!



**E**

## **Explore**

Give learners plenty of time to explore their device and 'babble'. As they select the words, just respond to them!



**A**

## **Always available**

If they don't have their AAC with them, they can't learn to use it! This can be high tech or low tech.



**A**

## **Add words**

Add a word to what the learner says. If they say one word, repeat it back with another word added.



**C**

## **Comment**

Don't ask questions you know the answer to. Instead, say the answer, or simply comment on what is happening.

# Hints and tips

1. Spend some time by yourself just looking through the book! This will help you to become familiar with where different words are and how it feels when you're using it.
2. Practice making some different sentences just using the core words on the top page. Point to each word as you say it: Like this, Want go, Stop now.
3. Look at the daily and play activities to think about when you can start using the book with the learner.
4. Choose one of the activities and try making some phrases or sentences with the core words and activity words. Point to each word as you say it. For words like "reading" or "wearing" you can just point to the word "read" or "wear". Here are some examples:

## Daily - dressing

jumper off  
choose socks  
put this jumper on  
can I wear my jumper  
I want to put my coat on now  
you are not wearing trousers  
I like this coat  
I want to take off my jumper  
do you want your shoes on  
you feel hot

## Play - bubbles

open bubbles  
blow more bubbles  
bubbles down  
the bubble popped on you  
I want big bubbles  
now pop the bubbles  
I like bubbles  
can I blow bubbles  
blow the bubbles again  
this is fun

5. When you are first using the book with someone, tell them a bit about the book first. Talk about what it's for, how they can use it with you and spend time exploring the book with them.
6. Remember, one of the best things that you can do to help someone learn to use a communication book is to use it with them as much as you can! Use it with them as you are talking, pointing to the words as you speak.
7. Finally, try to have fun when you are using the book with a learner. We all learn best when we are having fun and enjoying ourselves!