



## LAMP Words for Life® – VI (LAMP WFL – VI) Vocabulary Quick Reference Guide

PRC device support: [www.prentrom.com/support](http://www.prentrom.com/support)

LAMP™ Approach Training: [www.aacandautism.com](http://www.aacandautism.com)

**Core Vocabulary** – Words that are most commonly used in English – they are used regardless of situation, communication partner, or age/ disability of the communicator. Individuals must have access to core vocabulary in order to get their message across!

**Fringe Vocabulary** – Generally nouns that vary according to the situation. Fringe words might be different if we are talking about a basketball game versus doing an art project. They might also be different from communicator to communicator.

### Guiding principles of LAMP Words for Life – VI

1. A word-based program. A priority is placed on core vocabulary with access to fringe.
2. One unique and consistent motor plan per word allows for the development of quick, effortless communication. No repeating words based on category.
3. No motor plan changes as language develops. Motor plans can grow, but not change.
4. At the LAMP WFL – VI 84 Full level, EVERY word can be accessed in three hits or less.
5. No carrier phrases – You do not have to hear a word to get a word.

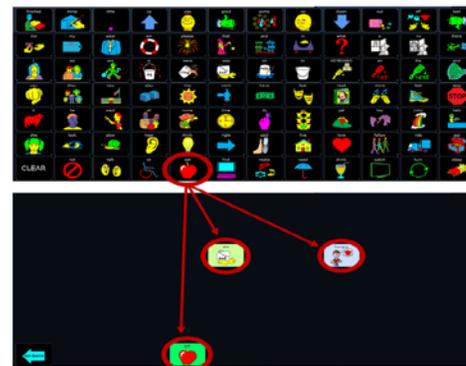
### LAMP Words for Life – VI Vocabulary Files

The decision on where to start and how to progress will be influenced by factors such as the individual’s ability to attend to sequenced steps, need for immediate reinforcement, and access to vocabulary. A vocabulary level DOES NOT need to be mastered before transitioning to the next vocabulary level.

**1-Hit** – 82 pre-stored words that require selecting one button to hear the word. Also, includes “mom” and “dad” which are routinely used by beginning communicators, but require selecting two buttons before the word is spoken.



**Transition** – 205 frequently occurring words. Offers more vocabulary and introduces verb tensing. Most words require selecting two buttons before a word is spoken. Home screen words are selected twice before they speak.



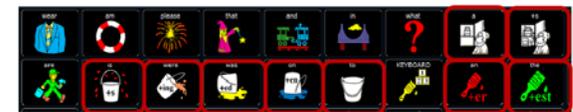
**Full** – Access to thousands of words by selecting three or fewer buttons. Offers robust vocabulary and full grammar. *Note:* Three corners are left blank on the second screen. These are easily found locations for favorite words.



### Organizational Structure

LAMP WFL – VI is based on LAMP WFL with some location changes to assist learners with visual impairment. Knowing the rules governing the language will benefit the individual teaching the language. We recommend that words be **taught** by emphasizing the motor pattern. The basic structure is described below:

1. LAMP WFL is organized in layers. The top layer or home screen is *always* the starting point. This allows for the pattern of a given word to remain consistent.
2. The home screen of LAMP WFL has several high-frequency words that can be said with one hit. These are: a/is/were/was/to/an/the.



3. The +s button adds an “s” to the end of a word to make it plural.
4. The SPELL/NUM key goes to a keyboard.

## Verbs, Adjectives, Category Nouns

1. Select any icon on the home screen (for example, eat). When selected, you gain access to another layer with words related to that icon (in this case, words related to eating such as “eat,” “hungry”, and “food”).
2. Placement is important in the second layer! Verbs, adjectives, and category nouns are color-coded and end in the same place. In LAMP WFL – VI, an exception to that rule is that home screen words speak when tapped twice.
3. Colors are important!
  - a. GREEN = verb
  - b. BLUE = adjective
  - c. ORANGE = category noun
  - d. YELLOW = pronouns



4. Sometimes there will be a third layer. After you select “eat”, you also see “GROW,” “BITE,” and “CHEW.” You can tell there is a third layer because the second button is in all caps. Choosing one of these buttons will take you to a third layer with forms of that word.

## Nouns

Nouns are typically found in the top two rows after selecting an icon on the home screen. In the transition and full vocabularies, the first four to five buttons on the second row and three corners are blank. These buttons are for storing favorite items. If a word is stored in the transition level, it should be stored in the same location in the full level to maintain consistent motor patterns.

## Pronouns



1. Pronouns can be found on the left-hand side of the screen.
2. Pronouns are color-coded yellow on the second layer.
3. At the full level, you have the option to reduce keystrokes by using pronoun phrases.

*To follow the LAMP approach, we recommend that pronoun phrases not be used until the person can access each word individually. So initially, instead of teaching the phrase “I want,” teach each word separately “I” + “want”.*

## Grammar Words

These words start with icons on the second row.

1. INTERJECTIONS: Start with fireworks . These words pop into conversation like fireworks pop into the sky (for example, awesome/ yuk/ hello).
2. DETERMINERS: Start with wizard . The wizard is using his wand to point to “this/ that/ those/ these”.
3. CONJUNCTIONS: Start with train . Conjunctions join words together like the trains are joined together (it also gives us some quick access to numbers/ math words) – for example, and/ but/ because.
4. PREPOSITIONS: Start with bridge . The cloud can go over/ under/ through the bridge.
5. QUESTION WORDS: Start with question mark . Words like who/ what/ when/ where/ why.
6. ADVERBS: Start with airplane . Words like very/ ever/ ready.

## Using Tactile Cues to teach Motor Patterns

A Tactile KeyGuide with raised cues to reference button locations is available for the Accent® 1000.

1. Raised tactile cues around the boarder and in the center of the Tactile KeyGuide allow every button to be next to or adjacent to a corner or tactile cue.
2. Those cues may be used as reference points when teaching vocabulary.
3. If an emergent communicator needs those cues to assist in finding first highly motivating words, those words can be moved to the raised locations. Once moved, those words need to remain in the new location.



4. Vocabulary Builder is an excellent tool to temporarily limit the number of words available on the display. It allows an individual to focus on a small set of target words while maintaining consistent motor patterns for those words. Clinicians have used Gorilla Tape to cover the keyboard then cut out the areas where words are visible as an additional tactile cue to find those words. When using this strategy, ensure that the raised cues can still be felt so tactile feedback remains consistent when the tape is discontinued.

**TIP:** From the keyboard, search for a word using **WORD FINDER**. Type a word, then select **Guide Me**.