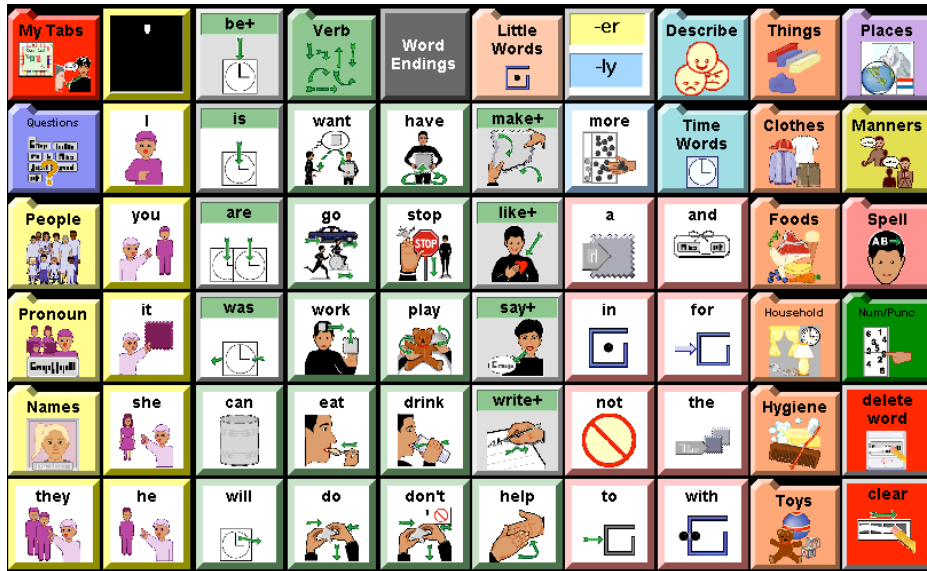


Getting to the Core



A Tool for Systematically Introducing the Gateway[®] 60 Vocabulary

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Getting to the Core - A Tool for Systematically Introducing the Gateway 60 Vocabulary

A. Preface

1. About Gateway 60
 - Configurations
 - Spell Page Options
 - Learning to Use Character Prediction
2. About the MAIN Page
 - Vocabulary Organization
 - Color Coding
 - Practice Sentences
3. Person, Place or Thing
 - Practice Exercises
4. Hold the Mayo
 - Food Categories
 - Practice Exercises for Foods
5. Once Upon a Time
 - Practice Exercises for Time Words
6. Looking Good – Feeling Good
 - Practice Exercises for Descriptive Words
7. More Power to You
 - Practice Exercises for Semantic Power Strips
8. Should I; Would I; Could I
 - Practice Exercises
9. How Does it End?
 - Practice Exercises for Word Endings
10. About the Tabs
 - About You and Me
 - Time to Chat
 - Time for fun
 - Time to Learn
 - Time to Relax

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Preface

This training manual is designed for individuals who demonstrate competent expressive language skills, and need to learn the contents and location of the Gateway 60 page set. The exercises within this training guide provide an overview of the contents of Gateway 60 along with a sampling of the vocabulary for each of the pages. These exercises are not intended to teach the user to all of the Gateway 60 vocabulary. To supplement these exercises with the complete vocabulary set, log onto <http://gatewaytolanguageandlearning.com/Resources.html> and download the Gateway 60 Page and Alpha Sorts.

About Gateway® 60

Configurations

Gateway 60 is available in Direct Selection and Scanning versions. To meet the needs of individuals who prefer a text-based page set, the symbols were removed from the scanning version, creating a Text-only version. In the Text version the font size was increased to enhance the readability of the labels. The Tab Set of the Text version was also modified, adding phrases, sentence starters and messages that could be used to direct one's personal care.

Spell Page Options

There are two (2) spelling page options in the Direct Selection version of Gateway 60. Setups include:

- 1) QWERTY format, and
- 2) A Mini-Keyboard

The QWERTY format configuration has been selected as the default page linked to the SPELL button. If you would like to use a different configuration, go to *Set Menu*, *Select Setup*, then *Page Navigator*. From the pages listed on the right side of the screen, select the MAIN page of your choice. The Mini-Keyboard is also available from the MAIN page. If you have selected another Spelling format, delete this keyboard and add a word or another page of vocabulary.

The **spelling page of the** Scanning and Text versions of Gateway 60 uses the ABC format. Character prediction is included on this page to enhance rate of message generation.

Recommended Setups

If you are accessing your Series 4 Device using scanning as your means of access, the following set ups are recommended.

1. From the Set up Menu select *Interface Features*. Under *Highlight*, select *Outline*, then select *Outline Color* and choose bright green (5th button in from the left), then hit OK. Set the outline width to 4. Select OK to exit.
2. Go to Show Message Window Setting. Be sure the following are checked: a) Capitalize Start of Sentence, b) Add spaces between Words, c) Automatically Expand Abbreviations, and d) Speak When Inserting Words. Select OK to exit.
3. Go to Selection Method. After selecting "Scanning", select Selection Method Settings. First, Select Group Scanning and then go to Scan Pattern. Set the Device to Row Column Scan. Select OK to exit.
4. Be sure to adjust the Scan Timing to facilitate a high degree of accuracy.
5. Go to Setup, select System Settings and select Full Screen Mode. The symbols will fill the entire page and eliminate scanning of the setup and help features.

Learning to Use Character Prediction

Note: This section is relevant only to individuals using the scanning version of Gateway 60. A new feature of the DynaVox Series4 is character prediction. This feature has been incorporated into the Scanning Gateway 60 Alphabetical keyboard. It is a powerful feature and when used in combination with both word prediction and the words on the Gateway MAIN page, it enhances the efficiency of message generation and minimizes key selections.

Type the following words using character prediction. A blank character prediction key functions as a "space" key.

1. sat
2. how
3. and
4. all
5. this

As you type using the character prediction, begin to watch the purple colored word prediction boxes. Type the following sentences using the alphabet along with character prediction and word prediction.

6. It is he.
7. Is it food?
8. Have a towel.
9. Go to bed.

10. Her name slips my mind.
11. What book is that?
12. The boat is going fast.
13. It is cold outside.
14. Their music is awful.
15. Tomorrow we can sleep late.

About the MAIN Page

Vocabulary Organization

Like all of the Gateway page sets, Gateway 60 uses the Fitzgerald Key as the format for organizing vocabulary. Words categorized as follows: *People* are yellow, *Verbs*, are green, *Little Words* (articles, prepositions and conjunctions) are pink, *Descriptive Words* (adjectives and adverbs) are blue and *Places* are purple. Folders are used to symbolize a link to another page. Some buttons have a solid-colored label with a word followed by a plus (+) sign. These buttons designate a *semantic power strip* and will be described later in this training guide.

Alternative word forms can be generated using the *Word Endings* key. The *My Tabs* key will link you to a set of tabs where phrases and messages are stored. A *Time to Learn* tab provides a page that can be customized for the classroom. The *Time for Fun* tab provides a variety pages designed to enable a user to play games, tell jokes and riddles and there are plenty of open locations for customization.

Practice Sentences – Use the words on the Gateway MAIN page. Do not spell.

1. I can do it.
2. She will go with you.
3. They don't have it; I do.
4. Can you help with this?
5. He and she work and play.
6. He drank and she ate. (Need to use the word ending "-ed")
7. They don't want to do it.
8. For you, it is just about help.
9. Can you eat with it?
10. Stop that.
11. Can I have a drink?
12. I will go to it with you.
13. I want more.
14. Will you stop it.
15. Don't eat that.

Person, Place or Thing

There are three (3) solid colored buttons where vocabulary related to *People* can be found – *People*, *Pronouns* and a blank page for *Names*. These three buttons are colored yellow. The *People* button includes popups for *Community Helpers*, and *classmates*.

Places can be found by accessing the purple key labeled *Places*. Twenty frequently used places are included on this popup. These places can, and should, be changed to match the needs and interests of the user. In addition to these words, there are separate category buttons for *Buildings*, *At Home* (places within your house), *Food Places* (places to eat or kinds of restaurants), *States & Capitals*, *Outdoor Places*, places *In Town*, *World Places*, and *Recreation* places.

There are five (5) orange folders of *Things* located directly from the *Main* page. These include *Clothing*, *Foods*, *Household objects*, *Hygiene*, and *Toys*. An orange colored *Things* button directs the user to 20 commonly used objects and an additional 10 categories of objects. These include: *Animals*, *Body Parts*, *Medial*, *Money*, *Nature*, *Party*, *Sports*, *Supplies*, *Tools*, and *Vehicles*.

Practice Exercises

Find the word that completes each sentence.

Sentence	People	Pronoun	Clothes	Household	Hygiene	Toy	Place	Thing	Sub-category
1. Your father's brother is your ...	x								
2. To have surgery you go to the							x		
3. You read a								x	
4. I want to do it by		x							
5. She gave it to		x							
6. I put my shoe on my								x	Body Part
7. This is often called The 7 th continent							x		World
8. The person who delivers mail is	x								Helper
9. You may go to the hospital in a								x	Vehicles
10. Since I don't see well, I wear			x						
11. You put money in the							x		
12. A place of worship is a							x		

Sentence	People	Pro-noun	Clothes	House-hold	Hygiene	Toy	Place	Thing	Sub-category
13. You shave with a					x				
14. Your mother's mother is your	x								
15. The state you live in is							x		State/Capital
16. You get your e-mail using a								x	
17. Two dimes + a nickel = a								x	Money
18. My favorite sport is								x	Sports
19. In summer on my feet I wear			x						
20. I ride to the park on my						x			
21. In the morning make my				x					
22. When we are sick we go to a	x								
23. The weatherman is predicting								x	Nature
24. To blow my nose I need a				x					
25. To see a baseball game you to the							x		Recreation
26. You eat with a				x					
27. Put the TV dinner in the				x					
28. The capital of NJ is								x	State/Capital
29. A judge works in a							x		Town
30. On my toothbrush I put					x				
31. Fido is my								x	Animals
32. A baby shakes a						x			
33. On my birthday cake I had 5 .								x	Party
34.To cut the lawn dad uses a								x	Tools
35. I write with a								x	Supplies

Hold the Mayo

Food Categories

The orange colored *Food* category contains ten (10) solid-colored buttons, one for each of the following categories: *ingredients, condiments, fruits, snacks, drinks, breakfast items, lunch items, dinner items, and vegetables*. Some of the most common foods are listed on the food page. The following exercises will introduce the contents of these pages. (Note: This page should be customized so that the foods most frequently eaten by the user of this page set, appear on the food page. Items not typically eaten can be deleted.)

Practice Exercises for Foods

Find the foods.

Fruit or Vegetable?	Food	Fruit	Vegetable
Cantaloupe	x	x	
Banana	x		
Grapefruit	x	x	
Cucumber	x		x
Peach	x	X	
Spinach	x		x
Broccoli	x		x
Peach	x	x	
Watermelon	x	x	
Pineapple	x	x	
Potato	x		X
Pumpkin	x		x
Blueberry	x	x	
Nectarine	x	x	

Condiments and Ingredients	Food	Condiments	Ingredients
salt	x	X	
flour	x		x
mustard	x	x	
pepper	x	X	
onion	x	X	x
oregano	x		X
spices	x		x
sugar	x	x	
margarine	x	x	

ketchup	x	x	
honey	x	x	
garlic	x		x

Breakfast, Lunch or Dinner?	Food	Breakfast	Lunch	Dinner
Cereal	x			
Pizza	x			
chicken	x			
croissant	x	x		
tuna	x		x	
hoagie	x		x	
salad	x			
Scrambled eggs	x	x		
soup	x			
jam	x	x		
spaghetti	x			
turkey	x		x	
Chinese	x			x
Pork chops	x			x

Snacks & Drinks	Food	Snacks	Drinks
M&M	x	x	
tea	x		x
lemonade	x		x
Bottled water	x		x
Cup cake	x	x	
pudding	x	x	
decaf	x		x
brownie	x	x	
cream	x		x
popcorn	x	x	

Once Upon a Time

The Time Words popup includes words related to time (e.g., days, months, seasons, holidays) along with a link (Date) to numbers 1-31, and the current year, so that the individual using this page set can give the date without having to navigate to other pages. Other general time words are included.

Practice Exercises for Time Words

Find the word that completes the sentence.

Sentence	Time	Holiday	Date
1. We attend religious services on	x		
2. Flowers bloom in the season of	x		
3. There are seven days in a	x		
4. Today is (give month, date, year)	x		x
5. The opposite of always is	x		
6. We eat breakfast in the	x		
7. Some children go trick or treating on	x		x
8. The day before today was	x		
9. It didn't happen today, it happened	x		
10. I'll be there in a	x		

Looking Good – Feeling Good

The Describe popup includes a core of frequently used adjectives. It also includes some colors and shapes. The opposite strategy is used to increase the number of descriptive words without adding additional pages.

Practice Exercises for Descriptive Words (Describe)

Find the word that completes the sentence.

Sentence	Opposite	Describe
1. I am good but you are the		x
2. This test was	x	x
3. The color of the sun is		x
4. You go to the doctor when you are		x
5. If it's not broken, don't ___ it.		x
6. Did you see her ring! It's a 3 carat		x
7. The opposite of tall is	x	x
8. It was a long day. I am so		x
9. What's for lunch. I am so		x
10. Her waist is so		x

More Power to You

Semantic Power Strips are unique to Gateway Series 4[®]. A Power Strip provides the user with a closed set of semantically related words. They reduce the need to scroll or search for a targeted word. A word followed by a plus sign (i.e., **see+**) on *colored button label* signals the location of a power strip. There are 21 verb Power Strips. Five of these are located on the MAIN page, 16 are located on

the *Verb* popup. Power Strips are also used for some nouns. The user can create Power Strips to expand word options if considered necessary and appropriate.

Practice Exercises for Semantic Power Strips

The Power Strip Marker contains the word used to “enter” the Power Strip. Use the Gateway vocabulary to form the following sentences. Words in *italics* are contained within the Power Strip.

Power Strip Marker	Practice Sentence
Add+	You can <i>count</i> on me to help you.
Be+	I want to <i>be</i> a firefighter.
Bring+	<i>Give</i> me a peach please.
Buy+	I <i>buy</i> and <i>sell</i> jewelry.
Could+	I <i>shouldn't</i> eat ice cream.
Does+	<i>Does</i> the teacher have my laptop?
Drive+	I am going to <i>drive</i> to California and <i>fly</i> home.
Get+	<i>Get</i> it and <i>give</i> it to me.
Hate+	I <i>hate</i> bologna and I <i>despise</i> hot dogs.
Hear+	He can <i>hear</i> but he <i>doe</i> not <i>listen</i> !
Know+	I <i>think</i> I <i>understand</i> .
Like+	I <i>like</i> you but I <i>don't</i> <i>love</i> you.
Make+	I like to <i>make</i> things but I hate to <i>fix</i> them.
Pull+	I will <i>push</i> the car with you. <i>Don't</i> <i>pull</i> it.
Say+	Tell your mom to let you go to the dance.
See+	See this! Watch so no one takes it.
Start+	<i>Start</i> at the <i>beginning</i> .
Walk+	<i>Walk</i> . <i>Don't</i> <i>run</i> .
Wash+	On Saturday, I will <i>wash</i> the car and <i>clean</i> the windows.
Write+	When you <i>write</i> , it looks like <i>scribble</i> .

Should I; Would I; Could I

The blue-colored folder labeled *Questions* contains the question words such as who, what and why. It contains the inverted form of the modals could, should and would combined with personal pronouns along with the corresponding contracted negative forms. These word combinations are used in asking questions.

Practice Exercises

Use the words within Gateway 60 – Do not use spelling. The Italicized words are located on the *Questions* popup.

1. *Could we drink?*
2. *Shouldn't you eat more?*
3. *Would you like to help me?*
4. *How come they got to go?*
5. *Should I tell you where you can go?*
6. *Couldn't I put the money in the bank?*
7. *Wouldn't it help if he had to go to the store with you?*
8. *What time is it?*
9. *Whose CD did you buy?*
10. I don't understand *why* you want to cook.

How Does it End?

The gray *Word Endings* button serves as the word morphology key and opens to a popup with 8 word endings. Each word ending is color-coded to match the part of speech typically used with it. If a user has mastered these features, the *Word Endings* and the *-er/-ly* buttons can be deleted and replaced with the standard word morphology function.

Some individuals who use Gateway 60 may be learning to add word endings while constructing messages. The design of the *Word Endings* button enables a Speech-Language Pathologist to teach a specific word ending as a part of structured language activity. Similarly, in the classroom a child may be learning to use *-er* to turn verbs into nouns (e.g., *painter* -> *painter*) and adjectives to adverbs (e.g., *happy* -> *happily*). The *-er/-ly* button enables the user to construct these word forms.

Practice Exercises

Use the words within Gateway 60 to create the following sentences.

Ending	Practice Sentence
's	I want to go to my <i>friend's</i> party. .
-s	She <i>plays</i> soccer.
-ing	What are you <i>cooking</i> ?
-ed	I wrote <i>to the lawyer</i> to get help.
-en	Given the time, I will go home.
-er	<i>I am taller than you!</i>
-est	It's the <i>prettiest</i> dress I have.
-s	<i>I want 5</i> cookies.
-er	The <i>singer</i> sang for 2 hours.
-ly	He <i>happily</i> did his homework.

About the Tabs

The Tab Set includes a range of pages containing words, phrases and sentences that can be used to: 1) facilitate participation in conversations where whole messages can be used, 2) enable active participation in the classroom, 3) engage in play activities and 4) control one's environment.

- The *About You and Me* Tab includes messages for sharing and requesting.
- *Time to Chat* includes greetings, manners and some frequently used questions and comments.
- *Time for Fun* contains riddles, jokes, and messages that can be used for participating in some commonly used board games.
- *Time to Learn* targets children in elementary and secondary school. The tab contains vocabulary for each of the 12 months and blank pages, which can be customized with needed vocabulary. Classroom aides or other support personnel can assist the child by adding the words needed for each lesson. Typically the bold words contained at the beginning of each unit or chapter of the textbook are key words to add to these pages. Words should be deleted when they are no longer needed.
- *Time to Relax* **enables a user to control the TV, VCR and household appliances.**