



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

PRC device support: www.prentrom.com

iPad app support: www.aacapps.com

LAMP™ Approach Training: www.aacandautism.com

Terms you need to know:

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.

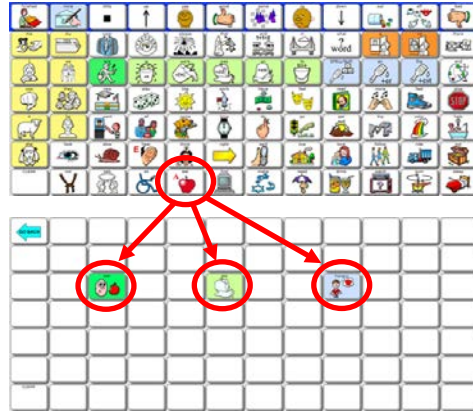
LAMP Words for Life Vocabulary Files

A vocabulary level DOES NOT need to be mastered before transitioning to the next vocabulary level. The decision on where to start will be influenced by factors such as ability to attend to sequenced steps, need for immediate reinforcement, and access to vocabulary. Always start at the highest level where the user demonstrates a moderate level of success.

One-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; however, these motor patterns are easy to follow.



Full – Access to thousands of words by selecting three or less buttons offers robust vocabulary and full grammar.



TIP: 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. Use it during teaching moments, but remember to allow ample time for access to all vocabulary for independent exploration and learning!

Guiding principles of LAMP WFL language system:

1. A word-based program. A priority is placed on core vocabulary with access to fringe.
2. One motor plan per word allows for the development of quick effortless communication. No repeating words based on category; homonyms not present until the full level.
3. No motor plan changes as language develops. Motor plans can grow but not change.
4. At the LAMP 84 full level, EVERY word can be accessed in 3 hits or less.
5. At the full level, the initial core word appears as a label on the first button.
6. No carrier phrases – You do not have to hear a word to get a word
7. First 4-5 spaces on the second row are empty in the transition and full levels. Storing personalized words here allows for the motor plan for these words to remain constant across levels.
8. No triple hits on one icon. No double hits on an icon before going to a third icon.

Organizational Structure:

LAMP WFL is based on Unity®, the language system in PRC devices. However, there are some differences based on LAMP principles. The rules governing the language structure are for the benefit of 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 1-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. Colors are important!
 - a. GREEN = verb
 - b. BLUE = adjective
 - c. ORANGE = category noun
 - d. YELLOW = pronouns



3. Placement is important in the 2nd layer! Try another icon (for example, play), and notice the verbs, adjectives, and category nouns are color-coded and always end in the same place.
4. Sometimes there will be a 3rd layer. After you push “eat”, you not only see the word “eat” at the verb location, you also see “GROW,” “BITE,” and “CHEW.” You can tell there is a third layer because the 2nd button is in all caps. Choosing one of these buttons will take you to a third layer with forms of that word.

PRONOUNS



1. Pronouns can be found on the left-hand side of the screen.
2. Pronouns are color-coded yellow.
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, particularly if there are auditory processing concerns. So initially, instead of teaching the phrase “I want,” teach each word separately “I” + “want”.

GRAMMAR WORDS (Interjections, Determiners, Conjunctions, Prepositions, Question Words, Adverbs)

These words start with the black and white icons on the 2nd row.

1. INTERJECTIONS: Start with . These words pop into conversation like fireworks pop into the sky (for example, awesome/ yuk/ hello).
2. DETERMINERS: Start with . The wizard is using his wand to point to “this/ that/ those/ these”.
3. CONJUNCTIONS: Start with . 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 . The cloud can go over/ under/ through the bridge.
5. QUESTION WORDS: Start with . Words like who/ what/ when/ where/ why.
6. ADVERBS: Start with . Words like very/ ever/ ready.

NOUNS

Nouns are typically found in the top two rows after pushing an icon on the home screen. In the transition and full vocabularies, the first four to five buttons on the second row 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.

	names
	body parts
	clothing
	subjects/grades
	games/ toys
	jobs/ tools
	money
	feelings
	things you read
	music players
	sports
	family
	animals
	time
	stores/community
	nature/ places
	colors/art supplies
	toiletries/sick
	rooms/ buildings
	people
	vehicles
	food
	holidays/shapes
	weather
	drinks
	TV
	dishes/appliances
	furniture/ linens

TIP: Search for a word using **WORD FINDER**. Type a word and it will show you how to say it in LAMP WFL.