

AAC STRATEGY OF THE MONTH

AIDED LANGUAGE STIMULATION(ALS)

ALS is a researched-based approach to implementing and teaching individuals how to use their AAC systems by having the communication partner both speak and simultaneously point to the word or words they are expressing on the individual's communication system. It is important to note that the communication partner does not have to find EVERY word expressed on the AAC device, in fact, start modeling 1-2 words beyond the level the individual is communicating. For example, if an individual is at the single word level, when targeting 'more', say 'you want more' and point to that same phrase on the individual's communication system. This will assist in modeling expansion of language and acquisition of vocabulary in natural or more instructional contexts.

Please find the following additional resources on Aided Language Stimulation below. These resources will be helpful for individual learning and/or for team training.

We will be incorporating this strategy in all of our Activity Sheets surrounding the targeted core words. Until it becomes a habit, create intentional opportunities to practice this skill.

Resources:

Aided Language Stimulation Explained, By Chris Bugaj

<https://www.youtube.com/watch?v=fIFNMky22-U>

Guide to ALS: from Coughdrop <https://blog.mycoughdrop.com/modeling-made-simple/>

Aided Language Stimulation with step by step directions from the AAC Institute, (aacinstitute.org)

https://www.communicationaactualized.com/uploads/9/9/8/5/9985658/aided_language_stimulation.pdf

Communication Tips & Strategies: Aided Language Stimulation (ALS)

Autism Association of Western Australia

<https://www.youtube.com/watch?v=wCVfMWdAKbE>

Aided Language Stimulation Boards - Core Word Vocabulary Boards by Learning Language with ALS Board

<https://www.youtube.com/watch?v=QmuBaL-xWfw>

Do's and Don'ts of AAC Modeling by AssistiveWare

<https://www.assistiveware.com/blog/dos-and-donts-aac-modeling>

Aided Language Input with Kendal, By AAC Chicks at Dynamic Therapy Associates

https://www.youtube.com/watch?time_continue=231&v=PUI8kD53NQg&feature=emb_logo

Using Aided Language Input to Build Communication Opportunities! By Robin Parker and posted on January 27, 2014 on PrAACtical AAC

<https://practicalaac.org/strategy/using-aided-language-input-to-build-communication-opportunities/>

Research Support for Aided Language Input by Carole Zangari and posted on PrAACtical AAC on May 31, 2018

<https://practicalaac.org/practical/research-support-for-aided-language-input/>

CORE WORD: **Bye/Goodbye**

For Educators, Related Service Providers and Parents

Aided Language Stimulation (ALS): Say the core word or combination of words with your voice as you model/point to them on the device. Grow your student's vocabulary by using other core words as well.

Guide to ALS: from Coughdrop, <https://blog.mycoughdrop.com/modeling-made-simple/>

I me	Hi hello	Bye goodbye	help	stop	go	want	play
that	out	in	more	all done	bathroom	take a break	wash

WAYS WE CAN USE THE WORD:

SOCIAL: Learning to say **Bye/Goodbye** will help to build skills!

CLOSINGS: Bye, Goodbye ____ (name)

CESSATION/INDICATE FINISHED: Bye ____ (item), (For an adult it could mean they are finished depending on the context, and even in a playful way, can be used with young children when putting things away.

ROUTINES AND SCHEDULES

Putting toys, books or materials away; **bye/goodbye** __ (toy/item)

After lunch: Leave the table and say, "goodbye"

Circle Time or Morning Meeting: While meeting, indicate goodbye when a student leaves the circle to get ready to go home.

Leaving for the bus: When leaving for the bus, adults can use ALS to say and model the word on the talker and the student can say 'goodbye' to family or friends. This

provides direct and immediate reinforcement to learn what the word means in this natural setting.

Leaving to go on community outings: say goodbye to others who are not going out in the community

PLAY:

Students can utilize their talkers/communication systems to say **bye** or **goodbye** to others' at the end of the day, when leaving another classroom or even a Zoom Meeting. This is a great way to focus on acknowledging others before they or someone leaves. Adults can model, without expecting students to imitate.

For students who are younger in age, you may use ALS to say 'bye' and duck down from sight and then pop up again and say, 'hi'/'hello.'

Adults together with students/individuals can also say 'goodbye' to toys or books when the activity is complete.

Once recess is over, saying goodbye to fellow peers is important and meaningful. Adults can wait for a response from the other student(s) if appropriate or helpful.

The students could use puppets to say hi and bye/goodbye to each other.

READING

Reading is a great time to model use of new words on the AAC/communication device. For this week's words, each time you turn the page you can say, 'hi' and '**bye**' to the characters on the page.

Here are some suggested books on YouTube that can assist in teaching the core word:

Oh No, it's time to go. A book of Goodbyes: A Book by Rebecca Doughty, read by: KidTimeStoryTime <https://www.youtube.com/watch?v=XsRtIAi1Bxk>

The **Goodbye** Book by Todd Parr
<https://www.youtube.com/watch?v=efWdOol5g6o>

Goodbye Friend, Hello, Friend By Cori Doerrfeld; Read by Imaginary Pages
<https://www.youtube.com/watch?v=9xaW3Yi5rSo>

The Hello, Goodbye Window by Norton Juster and Chris Raschka
<https://www.youtube.com/watch?v=xxc90XRQ8pl> Sankofa Read Aloud

SOCIAL INTERACTIONS AND VIDEO MODELING

When going outside for recess or break time, the student could say, **goodbye** to others who are staying inside.

If a visiting adult or student leaves the room, this provides an opportunity for the student to say goodbye.

The students could watch a videotaped puppet show where two or more puppets met each other, said, 'hi,' played a game and then indicated, 'all done' or 'I go' and then said, 'goodbye' on the talker/communication system.

Video Modeling by Walsh81793 (YouTube)

<https://www.youtube.com/watch?v=meS9QRoXSZY>

Social Skills Video Modeling: Goodbye by Casa OT

<https://www.youtube.com/watch?v=VxBOnvAradk>

Here is a communication board that could be utilized for an emerging communicator. (This was part of a multiple page system)



SENSORY MOTOR

Playing a **hide and seek** game can be a fun way to say **goodbye** with an immediate reaction. We say goodbye to the student who goes to hide (and may be accompanied by an adult) and then we can say 'hi' when we find them.

Use a **mirror** and practice saying 'hello' and 'goodbye' to their or other's reflection.

STRUCTURED ACTIVITIES

Using the student's or classroom communication device or communication board, the adult can point to and model use of the word: **Bye/Goodbye** and talk about when to say goodbye. Consider a discussion about how we say goodbye at the end of the day, how we say goodbye to our Moms or Dads when we leave for school in the morning or how we leave a video meeting.

VIDEOS, MUSIC, ANIMATED SHORTS

Please consider using the following to assist in teaching the core word:

Goodbye Song for kids by The Singing Walrus (YouTube)

<https://www.youtube.com/watch?v=0LDArAjf7-c>

No Need to Say Goodbye: Disney

<https://www.youtube.com/watch?v=s9Ur4i8i20s>

Hi/Hello, Bye/Goodbye: Fun song that incorporates other core words, too!<https://www.youtube.com/watch?v=bsFo5C8aFHw&t=3s> (by Swingsetmamas)

The Beatles - Hello, Goodbye

https://www.youtube.com/watch?v=rblYSKz_Vnl

ART OR SCIENCE ACTIVITIES

Make Sock Puppets and use them to play hide and seek or to interact and say, 'hi' and **bye** with them.

How to Make Sock Puppets | Fast and Easy DIY | Fun Sock Creations

By Sock City Fun Sock Creations Role play "Hi/hello" and **Goodbye** with the puppets among other fun games and interactions.



<https://www.youtube.com/watch?v=1Nh0n2LcU7I>

The Hello-Goodbye Window



Create a paper window with construction paper and add a curtain on a string adhering it with tape or glue making sure it can open and close. Place different pictures behind the paper window. Close and open the curtains to say, hi and 'bye' *By Jennifer Venn-Johnson on Pinterest.*

USE OF APPS OR OTHER TECHNOLOGY

Pictello app: Use the iPad to take pictures of all the students in the class or group and program it to say, goodbye + name of each student so that it could provide a structured opportunity to learn to say **goodbye** to friends. This can be read at the end of the day to attach further meaning to the word as they leave to go home or end the class or session.

WORD WALL- Add the word, **bye** and **goodbye** on the Word Wall.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard, adapted keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Michaela Sullivan @ michaelasullivan2@gmail.com
Thank you!

CORE WORD: **Help**

For Educators, Related Service Providers and Parents

Aided Language Stimulation (ALS): Say the core word or combination of words with your voice as you model/point to them on the device. Grow your student's vocabulary by using other core words as well.

Guide to ALS: from Coughdrop, <https://blog.mycoughdrop.com/modeling-made-simple/>

I me	Hi hello	Bye goodbye	help	stop	go	want	play
that	out	in	more	all done	bathroom	take a break	wash

WAYS WE CAN USE THE WORD

REQUESTS: (EXPRESS NEEDS), (e.g. **Help** now, help me, need help)

DIRECT ACTIONS/CARE: (e.g. help me, please help, help head, help eat, help drink, help go).

DIRECT OTHERS: (e.g. go help, go get help).

GAIN ATTENTION by saying, 'help.

SHARE INFORMATION: (e.g. she help me).

ROUTINES AND SCHEDULES

Daily Routines

Model the word, **help** on the student's communication system(s) when you help them in daily activities or tasks such as eating, dressing, going to the bathroom or with school work. Add 1-2 more words, (to the length of utterance they usually express), and when modeling, focus on target phrases they may need or

use in daily activities. As you provide help, model use of the word, which gives further meaning to the words in context: (e.g. "need help", "Help up", "help bathroom" or even with school work, "help me.")

Bathroom: The student may indicate the need to go to the bathroom or to be changed and ask for **help**. As you bring them to the bathroom, model, the core word, **help**

Dressing: The student may need "help" when putting on shoes or other clothing. As you assist them, model the word, 'help'

Eating: The student may need help getting their lunch. What a great opportunity to model the word, 'help' as you do so.

PLAY

When playing with a puzzle, the student may have difficulty finding a piece or where it goes and may need 'help'. As you are looking for the pieces, model the word, **help**.

If a student is building a block tall tower, it may fall. Adults can model, 'help' as they pick up the pieces or help build it again.

When playing pretend-doctor, adults can model the word, 'help' when the student is using various play medical-tools.

If students are having difficulty with sharing, join the group, and model the word, 'help' as you assist them in taking turns.

Other activities that could require 'help' due to fine motor needs may include: stringing beads, sorting activities, lacing cards, or items with zippers. These activities could provide an excellent opportunity for the student to ask for help.

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

Just Helping My Dad by Mercer Mayer - Little Critter - Read Aloud Books for Children - Storytime <https://www.youtube.com/watch?v=TE7MiXPiUug>

Listening with My Heart: A Story of Kindness & Self-Compassion | Kids Books Read Aloud by Gabi Garcia <https://www.youtube.com/watch?v=Lawc3fwS0n8>
(Discuss how she helps others)

SOCIAL INTERACTIONS AND VIDEO MODELING

During interactions with students during play or group work, if students appear to demonstrate behaviors indicating they may need help), assist them and model the word, **help** as you do so. Adults can make this a teachable moment by describing what they need; help with. Responding to and replacing such behaviors by modeling the word, help provide, real-life, in the moment meaningful interventions. Provide positive feedback and praise in the group when people ask for help.

Write a social story about when students need help and have students read it over and over when they are calm or before an activity that they might find stressful, (e.g. I can ask for help and get what I need, or I need help to get my talker out of my backpack, or I need help going to the bathroom).

Record videos of students asking for help and play the videos for the class to see and comment on.

Video Modeling: Asking for help by Julie Kristie Carillo, Following these next two videos, imitate or role play interactions and/or scenarios with students to act out ways to get help. https://www.youtube.com/watch?v=otuzkutc_u0

Boystown- Asking for **Help** <https://www.youtube.com/watch?v=COGSv3lblsk>
Shalyn Steward

Social Story- Asking for help by: Nyzza Klaire Aguilas
https://www.youtube.com/watch?v=pL_OwrsXmNA

SENSORY MOTOR

Create an obstacle course with the PE teacher and preface the lesson by encouraging others to ask for **help** if they need it.

Adults can use the AAC communication system to ask for 'help' as they navigate the obstacle course themselves, pretending to be stumbling as others are helping them. As the adult assists the student(s) navigate through the course, opportunities could present themselves to model the word, help.

Adults can assist students to ask for help while learning to do new or more difficult motor activities such as: biking, running or jumping.

STRUCTURED ACTIVITIES

Devise a lesson focusing on: "who **helps** you?" Introduce the topic using a big core board or a device to project to the class. Provide opportunities for the students to answer questions, (e.g. Mom helps me, Teacher helps me). The adult could then write responses on the Smart Board using a predictive writing chart, and/or transfer the information directly into an app like Pictello or Book Creator where the class could write a collective story that could then be read independently or to the group over and over.

Emergency Response Discussion and Role-Play. When someone is hurt or where there is an emergency, it can be important to get help. Write down and talk about some different ways to get help, (e.g. shouting, calling out, calling 9-1-1 and using the talker to ask for help. Ask when it might be appropriate to do each one. Show the student, (as appropriate) how to dial 911 or get emergency help. Come up with new situations and ask the student, which option might be best in different situations. *Getting Help, (from Communication Workshop/Coughdrop).*

VIDEOS, MUSIC, ANIMATED SHORTS

Here are a few videos that could help to model the core word:

Help core word video by Wing Works:

<https://www.youtube.com/watch?v=H65k43cC8Zg&t=2s>

Funny Baby Trying to Help Mommy in Housework - Cute Baby Video

https://www.youtube.com/watch?v=_x5Gm4zujHY

Sesame Street: Daddy Helps With the Dishes

<https://www.youtube.com/watch?v=Wq7hd8mW2J4>

Ask For Help Song | Esme & Roy

<https://www.youtube.com/watch?v=Urb3GYD63og&t=7s>

Ask for Help song: Social skills for school success K-3

<https://www.youtube.com/watch?v=lyuBRzYk9qs>

The Muppets & James Corden: 'With a Little Help from My Friends'

<https://www.youtube.com/watch?v=NMvVgppqQE6U>

Young Adults

The Beatles - **Help!** https://www.youtube.com/watch?v=2Q_ZzBGPdqE

ART OR SCIENCE ACTIVITIES

Raised Salt Painting



<https://artfulparent.com/raised-salt-painting/> by the Artful Parent. During this

motivating and creative activity, the student can ask for **help** with the glue and the salt and help to make shapes.

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Adults can utilize the *Pictello* app for writing a group story about "Who **Helps** You" and other topics. It's endless.

My Play Home- Help feed the baby or help mom clean up the kitchen or make the bed.

WORD WALL- Add the word, **help** on the Word Wall.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or adapted keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Michaela Sullivan @ michaelasullivan2@gmail.com
Thank you!

CORE WORD: **Hi/Hello**

For Educators, Related Service Providers and Parents

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Guide to ALS: from Coughdrop, <https://blog.mycoughdrop.com/modeling-made-simple/>

I me	Hi hello	Bye goodbye	help	stop	go	want	play
that	out	in	more	all done	bathroom	take a break	wash

WAYS WE CAN USE THE WORD

Learning to say **Hi/hello** will help to build *SOCIAL* skills!

GREETINGS: **Hi** + ____ (name)

ACKNOWLEDGE: Hi, I see you.

INITIATE: Hi!

ROUTINES AND SCHEDULES

Arrival First thing in the morning when students arrive, adults can utilize a communication system along with their voice to say **hi** or '**hello**' to each student. This provides a focused way to greet and acknowledge others and provide ALS support.

Circle Time or Morning Meeting: During the meeting, indicate **hi/hello** using your voice and the student's talker (or on the classroom device or board) when a student's name is called. Once the student gains experience with this exchange in this structured format, he/she may be able to express such greetings with less direct cues, (visual, and/or verbal).

Provide opportunities for students to say 'hi'/'hello' to one another in less structured ways. Provide wait time for the student to be able to also return the greeting as/if appropriate.

PLAY

Recess: Adults can model saying, **hi** to other students/friends using their voice and the AAC device. Provide WAIT Time for your student to also say, 'hi' (although it's not necessary), but any initiation is a great step. After multiple opportunities, students may be ready to greet others with assistance from visual or verbal cues.

Say **hi/hello** when you and the student finds someone that you are looking for.

For students who are younger in age, adults and students can play a modified peek a boo game where adults may say, 'bye' and duck down from sight and then pop up again and say, 'hi'/'hello' using the communication system.

Adults can also say 'hi/hello' to toys or books that they find fun and interesting to then show the students.

READING

Here are some suggested books on YouTube and Tarheel Reader that can assist in teaching the core word:

Tarheelreader.org (please make sure that speech is turned on)

Hello book: <https://tarheelreader.org/2016/03/22/hello/> by Jane Farrall

Greetings <https://tarheelreader.org/2019/11/19/greetings-6/> By Karen Souter

Other Books

Hello, Hello by Brendan Wenzel, read by Read for Life

https://www.youtube.com/watch?v=QuT5e1C_5NY

Say Hello by Rachel Isadora; Read by: Teresa Vogelgesang

https://www.youtube.com/watch?v=jPMj_E5EuBo

SOCIAL INTERACTIONS AND VIDEO MODELING

Recess is an opportune time for students to greet one another. The provision of ALS modeling to greet other students, by saying **hi/hello** and using the talker to model the greeting is important and meaningful.

When adults accompany students in interactive settings, immerse them by using ALS modeling to interact with other adults and students. Hello is just the beginning.

Here is a communication board that could be utilized for an emerging communicator.



Additionally, students can say, 'hi/hello' to each other with puppets and role-play.

SENSORY MOTOR:

Saying **hi** or **hello** during motor activities on the playground.

Use puppets with your student to act out saying, "hello" or "hi"

STRUCTURED ACTIVITIES-

Using the student's or classroom communication device or communication board, the adult can point to and model use of the word: **hi/hello** and talk about when and how to greet others. This can be a discussion about how we say hi/hello at the beginning and throughout the day, and how we say 'hi' to our friends and teachers at school and how we say 'hi' to our Mom's and Dad's and brothers and sisters when we get home.

VIDEOS, MUSIC, ANIMATED SHORTS

The Hello Song: <https://www.youtube.com/watch?v=VHiaNgox7CM>

Hello Song for Kids, by the Singing Walrus
<https://www.youtube.com/watch?v=gghDRJVxFxU>

A great hello song with Disney Characters
<https://www.youtube.com/watch?v=7v-BqpuYPo0>

Hello Hello, How are you Today? The Kiboomers
<https://www.youtube.com/watch?v=x23rTDI4AMs>

The Beatles - Hello, Goodbye https://www.youtube.com/watch?v=rblYSKz_Vnl

Animated Short:

Pencilmation Features: Rabbittersweet Goodbye-

Although 'goodbye' is in the title of this animated short, watching it creates multiple opportunities to say, 'hi' or 'hello.' Enjoy.

<https://www.youtube.com/watch?v=eBlaAtfPX-0>

ART OR SCIENCE ACTIVITIES

Students can assist adults in creating a puppet theatre



How to Make a Simple Puppet Theatre from Cardboard

<https://www.youtube.com/watch?v=HzDoOkkYAZw>

Below is the Printable Puppet Theatre Design, (paid.

\$2.00)<https://www.adventure-in-a-box.com/product/printable-puppet-theatre-design/>

USE OF APPS OR OTHER TECHNOLOGY

Pictello app: Take pictures of all the students in the class or group and program individual screens/separate pages to say, **hi** or **hello** + the name and picture of the student. Choose 'Wizard Mode' which provides step by step directions on how to program the app. This activity would provide a structured opportunity to learn to say 'hi' to their friends. Whether this is a circle activity, free time reading opportunity, or individual session, this interactive book could help give further meaning to the core word.

Sock Puppets: Sock puppets provides a way for students to act out recorded dialogue. How it works: First, select your characters, then background, then props. Voila- you will see the puppets on the stage. Press the round 'record' button and as you move each puppet, it will record what is spoken. Once completed, hit the square 'stop' button and the sounds and puppet movement will play back. Adults and students can create the puppet shows together.

YoPuppet: YoPuppet is an ingenious and easy to use puppet show creator and your face is in the show. (If you were a ventriloquist, (which I'm not-but wish I was), you could really amaze the students. How it works: Pick a character, then line your hand up with the hand symbol on the app and the puppet will sync with your hand movements so that you can create and record a puppet show. What a fun way to learn how to say, 'hello'.

WORD WALL: Create a Word Wall and add **hi** and **hello** to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to write or type the word on the keyboard or adapted keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet,
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Thank you!

CORE WORD: I/me

For Educators, Related Service Providers and Parents

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that	out	in	more	all done	bathroom	take a break	wash

WAYS WE CAN USE THE WORD(S)

REQUEST: (e.g. I want, Me, I need, I book, give me)

GAIN ATTENTION: (e.g. I am, Look at me, Me, I here)

SHARE INFORMATION: (e.g. I do that, that me).

GET HELP: (e.g. I need help, help me, I help you, and please help me)

COMMENT: Students can indicate likes and dislikes, (e.g. I like)

ROUTINES AND SCHEDULES

Snack/mealtimes: The student can indicate that they want to eat or drink an item, (e.g. "I want", or 'give me."

Circle: Students can identify their picture, (e.g. me) or indicate attendance, (e.g. I am here, that's **me**).

Activity Centers: (Students can indicate who wanted to go to the activity table first, (e.g. Me, I do)

PLAY

Toys or Games: While playing with toys or games, the student can indicate turn taking by saying, (e.g. **I** do, I want, give **me**, me), following an adult model as needed.

READING

Here are some suggested books on YouTube that can assist in teaching the core words:

Mommy Can I? Learning to read with pictures - Video picture book, by Chalkboard Lessons: <https://www.youtube.com/watch?v=Hgxx3XxjcsQ>

Me and My Mom: By Alison Ritchie and Alison Edgson | Children's Book Read Aloud by Lights Down Reading
<https://www.youtube.com/watch?v=VFTDpAvAxeM>

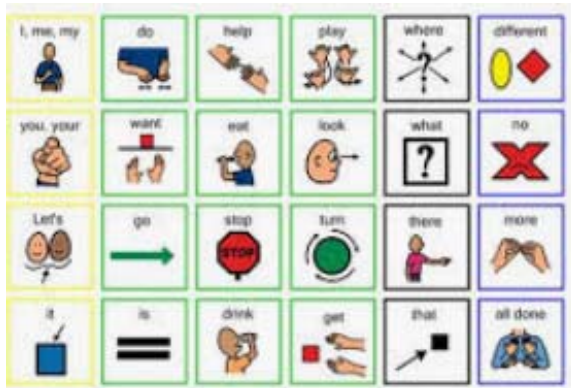
Let's Sing with Eric Carle's Book; "From Head to Toe Song" created by MrSeisay1 <https://www.youtube.com/watch?v=9xxyZSdYEmM>

Mixed Me by Taye Diggs, Read by Barbers, Books and Bridges
<https://www.youtube.com/watch?v=dFxiVnDV46c>

SOCIAL INTERACTIONS AND VIDEO MODELING

Have two students play with a toy and take turns, (indicating **I** do/**me**). Model such core vocabulary as you assist them by taking and waiting their turn(s).

Here is a sample communication board that provides access to pronouns, verbs, questions and comments.



Another idea is to have students take turns looking in the mirror and indicating, (I/me).

SENSORY MOTOR

During motor activities or in PE, students can indicate when it is their turn to go next by indicating, **I** or **me**.



STRUCTURED ACTIVITIES

Students can participate in " *All about Me*" activities containing pictures and information about themselves. When reviewed together, repeatedly, adults can model the word, **me** or **I**.

All about Me Activities

Free Printable by Kristina. Site: Planes and Balloons. Please visit her site:

<https://www.planesandballoons.com/2018/07/11/all-about-me-worksheets/>

Totschooling: <https://www.totschooling.net/2016/08/all-about-me-free-printable-pack.html>

123Homeschool4me: <https://www.123homeschool4me.com/all-about-me-graphic-organizer>

VIDEOS, MUSIC, ANIMATED SHORTS

Can you help me? Sure, I can. - Education English song for Kids - Sing a song loudly <https://www.youtube.com/watch?v=5P-89FdwIGc>

Yes, I Can! | Animal Song for Children | Super Simple Songs
https://www.youtube.com/watch?v=_lr0Mc6Qilo

ART OR SCIENCE ACTIVITIES

DIY Marbled Paper: by the Artful Parent.



Students participate by indicating **I/me** when it is their turn, they need help or they need more art materials. <https://artfulparent.com/diy-marbled-paper/>

USE OF APPS OR OTHER TECHNOLOGY

Angry Birds App: While playing the Angry Birds app game, have the students take turns by saying, (**I** or **me**). Model the vocabulary and expand the utterances 1-2 words beyond their typical length of utterance.

WORD WALL- Add the word, **I, Me** on the Word Wall.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard, adapted keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Michaela Sullivan @ michaelasullivan2@gmail.com
Thank you!

CORE WORD: **Stop**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

REQUEST: (e.g. let's **stop**, please)

PROTEST: (e.g. stop it, stop that, I want to stop)

GET HELP: (e.g. help me stop this, help me stop this car)

QUESTION: (e.g. can I stop)

ANSWER QUESTION: (e.g. yes, I want to stop).

DIRECT ACTIONS: (e.g. stop walking)

SHARE INFORMATION: (e.g. I needed to stop writing)

EXPRESS OPINIONS: (e.g. I think they should stop)

TELL ON SOMEONE: (e.g. she stopped doing work)

NEGOTIATE: (e.g. If you stop that, I will help).

ROUTINES AND SCHEDULES

Break time: Students can indicate, (e.g. I want to **stop**)

Transitions: Students can indicate they need to stop and then check the schedule.

Recess: Students can play tag and indicate, Stop or freeze, when they want to take a break or stop playing

Crossing Street or Waiting to be picked up by the bus or parent: When students are crossing the street or waiting for the bus, they can indicate, 'stop' before they cross or to indicate they arrived at their location and need to stop.

PLAY

Here are a few ideas:

Adults can provide toys that can **STOP** and GO, such as vehicles, modeling the word, 'stop.'

Adults can engage the students to play the game, 'Red Light-Green Light' modeling the words 'stop' and 'go.' Adults and students can take turns being the caller.

Coordinate a race outside with the adults and students, modeling (1, 2, 3, GO!) and when students reach the finish line, adults can say, and point to 'stop.'

Pretend to be a school bus and have the bus stop to pick up some of the kids. Have the group join in this pretend play. Use their AAC systems to model words and phrases throughout the activity.

Play music and have the students dance together and then turn off the music and model the word, stop.

When you take a walk to the park, hold hands and practice stopping and going on your way.

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

No, David!, with original song & AAC CORE vocabulary: NO, NOT, STOP, WHAT, GO, UH OH, COME, HERE <https://www.youtube.com/watch?v=wEt1SiaXeVo>

Story Time | AAC Core Word "STOP" by RunkleSLP
<https://www.youtube.com/watch?v=ya9I9vASJQU>

SOCIAL INTERACTIONS and VIDEO MODELING

"In the moment" an adult can help a student self-regulate by modeling the word, **stop**, on their communication system when the student indicates he/she wants to discontinue what they are doing, (by vocalizing or any unaided behavioral cue). Modeling the word, stop, in the moment (on the part of the adult), will provide meaning to the word in a natural context and help them build coping strategies, communication skills, vocabulary, and ultimately; power.

BJM Autism Video Modeling (**stop** and go from behind). Encourage the students to pair up with another student to play this game. By AutismVideoModeling
<https://www.youtube.com/watch?v=2I13BBuJN38>

SENSORY MOTOR

Play Red Light Green Light along with the students; (While physically moving, focus on stopping and going), pause the video and ask whether they are **stopping** or going. <https://www.youtube.com/watch?v=pzOgTBr1VZ0>

STRUCTURED ACTIVITIES-

During circle or large group instruction, the adult can review the words, **stop** and (GO) and demonstrate access to the words on the communication system(s).

Each student can take turns selecting a vehicle out of a bin and then proceed to choose a road structure toy on which to drive their car. The adult can say go and then after a short period of time, the adult and other students can say, Stop. All students can have the word stop modeled on their communication system as/if appropriate. Everyone in the class can take turns participating in this activity.

The adult can blow bubbles at circle time or in a group and when she/he stops, the adult can model the word, stop on a big core board or communication device. Then each student can take a turn blowing bubbles and students can indicate 'stop' when they want their friends to STOP blowing the bubbles so they can have a turn.

VIDEOS, MUSIC, ANIMATED SHORTS

Here are a few videos that could help to model the core word:

Freeze Dance | Freeze Song | Freeze Dance for Kids | Music for Kids | The Kiboomers <https://www.youtube.com/watch?v=2UcZWXvgMZE>

"Can't Stop The Feeling!" Official Movie Clip | TROLLS <https://www.youtube.com/watch?v=oWgTqLCLE8k>

For Children. The **Stop** Song - Circle Song - Debbie Doo! <https://www.youtube.com/watch?v=7FxHu5SuX7E>

The Wheels on the Bus | Super Simple Songs (emphasizing when the bus STOPS) and pause the video <https://www.youtube.com/watch?v=GzrjwOOqAl0&t=1s>

Young Adults

Journey - Don't **Stop** Believin' (Live in Houston)

<https://www.youtube.com/watch?v=VcjzHMhBtf0>

Michael Jackson- Don't Stop til You Get Enough

<https://www.youtube.com/watch?v=yURRmWtbTbo>

FIRST TIME HEARING Phil Collins - In the Air Tonight REACTION (tell us when the students turn the music off, by saying

STOP)<https://www.youtube.com/watch?v=0l3-iufiywU>

ART OR SCIENCE ACTIVITIES

Making a Stop Sign (video demonstration)

<https://www.youtube.com/watch?v=AHWpqSd-a40>

Students can draw a road on a piece of paper and color it in, decorate it and celebrate it by selecting a small car, train or bus to drive on the road. They can indicate, **stop** and go as they drive along their road.

USE OF APPS OR OTHER TECHNOLOGY

Toca Train is a great app for students to learn and use the word: **Stop**.

Kids CARS is also a wonderful app to model, **Stop**. The vehicle does not move unless the child is swiping or touching the car. The students can comment on what is happening.

HelpKidzLearn, Finger Paints with Sounds, (free app) is a great cause and effect app, where *music* or *sound effects* play as the student is moving their finger on the screen. When they stop touching the screen, the music stops.

Sound Touch is an excellent app that has categorical vocabulary, (e.g. pets, wild animals, birds, vehicles, musical instruments and items found in the home) represented by symbols or pictures. Once selected, the iPad comes alive with a real photo and sound effects. The sounds plays for a short period of time and then **stops**. When the sounds stop, it's an opportune time to model the target word and then select another item until it stops, too. You could also interrupt the screen while sounds are playing to make it stop on your own.

WORD WALL- Add the word, **stop** on the Word Wall.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Michaela Sullivan @ michaelasullivan2@gmail.com
Thank you!

CORE WORD: **Go**

For Educators, Related Service Providers and Parents

Aided Language Stimulation (ALS): Say the core word or combination of words with your voice as you model/point to them on the device. Grow your student's vocabulary by using other core words as well.

Guide to ALS: from Coughdrop, <https://blog.mycoughdrop.com/modeling-made-simple/>

I me	Hi hello	Bye goodbye	help	stop	go	want	play
that	out	in	more	all done	bathroom	take a break	wash

WAYS WE CAN USE THE WORD

INITIATE: (e.g. let's go)

REQUEST: (e.g. I go now, I go next, I want to go away)

PROTEST: (e.g. No go, I don't want to go, you don't go)

COMMENT: (e.g. good to go)

SHARE INFORMATION: (e.g. I go to grandmother's house, I go to school, go home now, I go outside today at school)

ASK QUESTIONS: (e.g. want to go, go now? Where can we go? Why do you go?)

ANSWER QUESTION: (e.g. I go to store)

ROUTINES AND SCHEDULES

Break time: Student can decide where he/she wants to **go** using a communication system or choice board.

Transitions: During times of transitions, model the word, 'go' as you assist students checking or reviewing their schedule to find out where to GO next

Recess: Share information with students by indicating via ALS, (e.g. time to go outside, or 'go outside) using their talkers.

Mealttime: Once it's time for lunch, instruct and assist the student to go get their lunch.

PLAY

There are a variety of toys and activities that can easily incorporate the word, **go**. Here are some ideas:

Vehicles: Adults can focus on providing opportunities for students to play with numerous items of transportation and while the students are moving or propelling the items about the play area, (e.g. on train tracks, or in the air), model the word, 'go' in the moment.

Baby play: Playing with babies can provide different ways to model different ways to use the word, go such as: (go to sleep, go home, go in bath, go get dressed).

Earning a break: Once the student earns a break, the adult can model that the student can go pick the toy or play with the game of his/her choice.

Computer time: The student can be instructed to go sit at the computer and if he/she needs help, the adult can model, 'go get help.'

Pretend to be a train and Go and Stop. Have the group join in the train. Use their AAC systems to model words and phrases throughout the activities.

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

We All Go Traveling By, (US) | Barefoot Books Singalong
<https://www.youtube.com/watch?v=cSw50Jw0H34&t=186s>

Go, Dog. Go! by P.D. Eastman • Children's Book Read Aloud • With Sound Effects! <https://www.youtube.com/watch?v=BfZZIIWxWEE&t=32s> (read by espressodude924)

Sight Words Story: I Like to Go | Learn Sight Words
https://www.youtube.com/watch?v=A09xoxUW-z0&list=PLCDgBp_xVo83h6dAOAYPd63mu2YiL8uFT by Help Teaching

Go away, Big Green Monster! Animation by Humangreening
<https://www.youtube.com/watch?v=rPmLZLp-oec&t=3s>

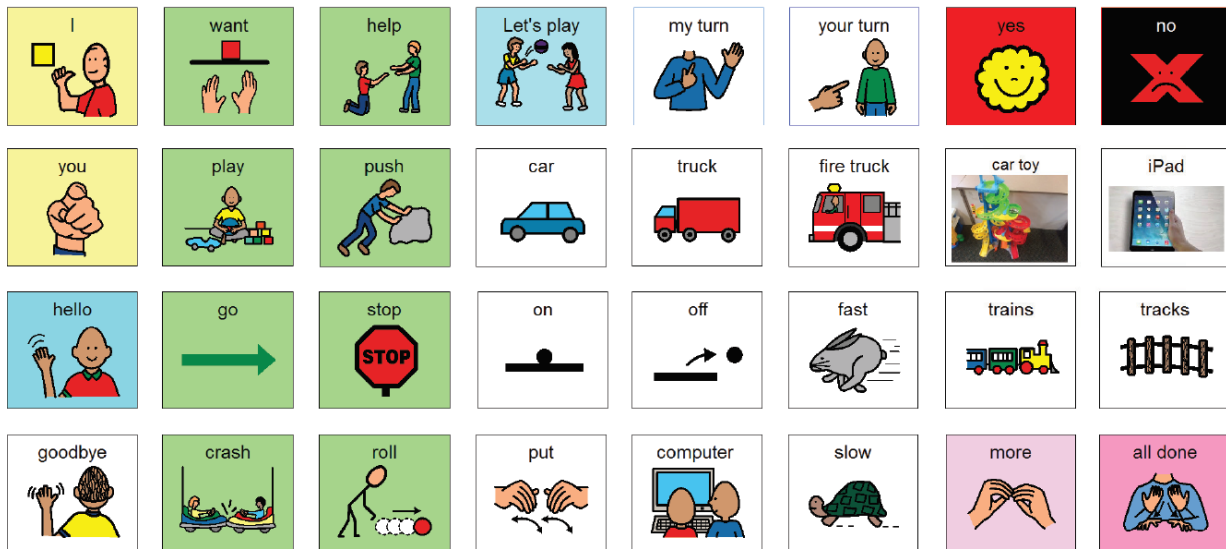
SOCIAL INTERACTIONS AND VIDEO MODELING

Assist students to join recess together and when walking out of the classroom, model the word, (e.g. go, go out). Another student could also initiate and say, "Let's **go**."

Students and adults can take turns being the leader in groups of 2 to 3 and indicate where to go outside, (e.g. go swings, go sandbox, go take a walk). Adults can ask the students where to go next using ALS.

Have students take turns playing with vehicles such as trains or cars. Model such phrases as: 'go fast' or 'go slow,' 'I go'

Provide thematic visuals, or context-dependent boards to assist the students in expressing what they want their vehicles to do or what they want. Here is an example.



SENSORY MOTOR

Make Homemade Goop (Parents Magazine). As they mix it up, model **go** and 'stop' while the student or adult is stirring. Here's how:

- Pour one cup of water into a large mixing bowl
- Add a few drops of food coloring (any color)
- Slowly stir in two cups of cornstarch (use a spoon at first, but you may eventually find it's easier with your hands)

Playing ball: This popular activity can provide a platform to use the word **go** during gross motor activities, (e.g. go back, go kick, go throw, go catch or 1, 2, 3, GO!).

STRUCTURED ACTIVITIES

During circle or large group instruction, the adult may review the word, **go** and demonstrate access on the student's or classroom based communication system(s). The students can look around the room and name two places that they go to play.

Older students may reflect on where they go in the community, such as their favorite store(s) or places in nature.

Adults may choose to focus on a transportation theme of the week with vehicles of all kinds and with ALS talk about what vehicles the students ride in? They might ask, 'where do you go?' 'Who goes with you?' Adults may use videos of various modes of transportation to bring the sounds and photos to the activity.

VIDEOS, MUSIC, ANIMATED SHORTS

Please consider using the following to assist in teaching the core word:

We're Going on a Bear Hunt | Popular Song for Preschoolers | The Kiboomers
https://www.youtube.com/watch?v=5_ShP3fiEhU

Wheels on the Bus HD by Duck Duck Moose - Brief gameplay MarkSungNow
https://www.youtube.com/watch?v=_XXw8hzabc8&t=132s

The ants go marching one by one song | Ants at war
<https://www.youtube.com/watch?v=Pjw2A3QU8Qg> by Turtle Interactive

Goodbye Song for Children - Children's Goodbye Song - by The Learning Station
<https://www.youtube.com/watch?v=sGT9hjGcA10>

Go Away! | Super Simple Songs
https://www.youtube.com/watch?v=Ec1cz_jHQM8&list=PLsxNe0UhbziMm-TC7lwRgANoxkR8R0-QV

FROZEN | Let It Go Sing-along | Official Disney UK
<https://www.youtube.com/watch?v=L0MK7qz13bU>

Pip | A Short Animated Film <https://www.youtube.com/watch?v=07d2dXHYb94>
(southeastern guide dogs)

ART OR SCIENCE ACTIVITIES

Making fruit punch:

Fill a clear plastic pitcher with water. Model and/or have students indicate, **go** to direct the adult to turn on the water and fill the pitcher. Adults can help students open the punch mix and pour in a little at a time, all the while-modeling and/or waiting for students to say, 'go.' Students can take turns mixing the punch with a spoon and they can encourage the 'mixer' to keep stirring by saying, 'go.'

Adults can pour punch into cups, modeling and/or waiting for students to say, 'go.' Students who cannot drink the punch can pretend to help a doll or favorite action figure drink it.

USE OF APPS OR OTHER TECHNOLOGY

Toca Train is a fun and engaging app for students to learn the word, **go** and **STOP**. The train can go or stop by using simple touch control.

Kids CARS is also a wonderful app to model, go. The vehicles do not move unless the child is swiping or touching the vehicles. The students can comment on what is happening and how fast or slow the vehicle is moving.

WORD WALL- Add the word, “go” on the Word Wall.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard, adapted keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Michaela Sullivan @ michaelasullivan2@gmail.com
Thank you!

CORE WORD: **Play**

For Educators, Related Service Providers and Parents

Aided Language Stimulation (ALS): Say the core word or combination of words with your voice as you model/point to them on the device. Grow your student's vocabulary by using other core words as well.

Guide to ALS: from Coughdrop, <https://blog.mycoughdrop.com/modeling-made-simple/>

I me	Hi hello	Bye goodbye	help	stop	go	want	play
that	out	in	more	all done	bathroom	take a break	wash

WAYS WE CAN USE THE WORD

INITIATE: (e.g. let's play, I play you, want play)

REQUEST: (e.g. I play more, I play ball)

PROTEST: (e.g. No more play)

COMMENT: (e.g. play is fun)

GET HELP: (e.g. help play)

QUESTION: (e.g. want play, play now?)

ROUTINES AND SCHEDULES

Free Time: During free **play** time, students can indicate what they want to do or play with. Model the word, 'play' as they have fun with their favorite toys and activities.

Taking a break: Some students need a break and when they earn one, it's an opportune time to indicate what they would like to **play** with. The adult can model the word, **play** + item on the talker when giving the students choices.

PLAY

This category speaks for itself. This is all about **play**. Whatever the student is engaged in with regard to fun and games, continue to comment, using the word, 'play' and how fun it is. Model play + other words, (e.g. I play, you play, we play, play toys, play fun, or I play with you).

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

[Are You Ready to Play Outside? -An Elephant & Piggie -Children's Books Read Aloud](https://www.youtube.com/watch?v=9JBqpkrgLGY) <https://www.youtube.com/watch?v=9JBqpkrgLGY> read by A Book in Time. Written by Mo Willems

[LET'S PLAY BASKETBALL Story for Kids | Sports Books for Kids | Children's Books Read Aloud](https://www.youtube.com/watch?v=P3_il7rvcmk), https://www.youtube.com/watch?v=P3_il7rvcmk Read by Happy Cultivated, Written by Charles Smith Jr.

[Play Time for Puppy | Read Along | Children's Book | Story Book | Kid Books](https://www.youtube.com/watch?v=aQQDeVem1JQ) | <https://www.youtube.com/watch?v=aQQDeVem1JQ> read by It's Reading Time, Written by: Michael Dahl

[Five Little Monkeys Play Hide and Seek | Kids Books, read by Story Time Play](https://www.youtube.com/watch?v=Zc8y6Lfn39c) <https://www.youtube.com/watch?v=Zc8y6Lfn39c> by Eileen Christello

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can help facilitate the student to indicate what they want to **play** with during free play or recess. The adult can model the word, "play + item" and indicate such phrases as "I play" "You play" and take turns. '

Video Modeling - Asking a Friend to Play (Meredith Harrah)

<https://www.youtube.com/watch?v=sBPYVI3S5-k> (This can provide a platform to comment and talk about what is happening and then maybe an opportunity to act it out?)

SENSORY MOTOR

Filing a bin with sensory/motor type toys, adults can help facilitate the students request what they want to play with.

Do it Yourself Paper Tape Roads by TinkerLab: Create a table top roads for students to interact with vehicles and play with one another. Adults can create multiple roads or children can create them as well.

<https://tinkerlab.com/diy-paper-tape-roads/>

STRUCTURED ACTIVITIES-

During circle or large group instruction, the adult can review the word, (play) and demonstrate access on communication systems. The students can look around the room and name two things they like to play with. The adults can indicate on the schedule or with a First and Then board, when they can play.

VIDEOS, MUSIC, ANIMATED SHORTS

Here are a few videos that could help to model the core word:

Amanda's AAC Activities: Car Play, (Assistiveware)
<https://www.youtube.com/watch?v=8x-UGNAazO0>

AAC Modeling with Playdoh, <https://www.youtube.com/watch?v=rfkXDzJKUhl>

Sesame Street: What Are We Going to Play Today Song with Andy Grammer
<https://www.youtube.com/watch?v=8QVa9W0t2-l>

****Award Winning**** CGI Animated Short Film: "Playing House" by Onion Skin Studio | CGMeetup <https://www.youtube.com/watch?v=AdOoUk36dEs>

ART OR SCIENCE ACTIVITIES

Marble Painting for kids is easy and fun and creates a beautiful picture. You can also use balls, water balloons and more. <https://artfulparent.com/marble-painting-for-kids/> by the Artful Parent.

USE OF APPS OR OTHER TECHNOLOGY

One suggestion is to utilize the *My Play Home* App to **play** with toys using the cartoon props/characters (within the app) in various places in the home. Adults may model the word, 'play' in addition to other accompanying words, (e.g. I want to play, play now, I play with boy, I play outside, I play swing).

WORD WALL- Add the word, **play** on the Word Wall.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard, adapted keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Michaela Sullivan @ michaelasullivan2@gmail.com
Thank you!

CORE WORD: **Want**

For Educators, Related Service Providers and Parents

Aided Language Stimulation (ALS): Say the core word or combination of words with your voice as you model/point to them on the device. Grow your student's vocabulary by using other core words as well.

Guide to ALS: from Coughdrop, <https://blog.mycoughdrop.com/modeling-made-simple/>

I me	Hi hello	Bye goodbye	help	stop	go	want	play
that	out	in	more	all done	bathroom	take a break	wash

WAYS WE CAN USE THE WORD

REQUEST OR MAKE A CHOICE: The word **want** helps us to find out a student's preferences, choices, and requests. Frequently, the word want is found on Picture Exchange Communication Systems of students who are emergent communicators.

GAIN ATTENTION: Students can get your attention by indicating wants and needs, for example: "want that" or "want you"

REFUSE/REJECT/NEGATE/PROTEST: Students can tell us that they 'don't want' or 'not or no want' ___ an item. This is powerful. Without an ability to negate or protest, many of our students use behaviors or unintelligible verbalizations/vocalizations that may be difficult to recognize. This ultimately frustrates and dysregulates the individual. By respecting what the students DO and DON'T want, student's behavior will most likely improve because of this increased ability to control what happens. Language like this is powerful.

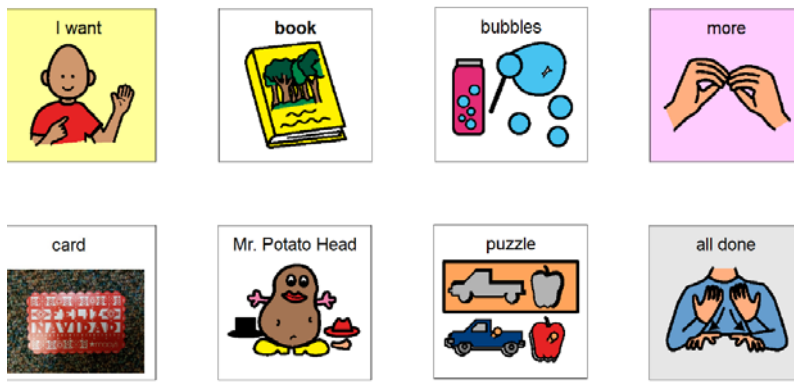
ROUTINES AND SCHEDULES

Free Time: After checking the schedule for *free time*, ask the student what they **want** to do. Use their AAC system(s) to model such phrases as Want + Item, (e.g. want + ball, want + bubbles) or ask the question, (e.g. what do you want?). This will help students to make requests and also expand their length of utterance.

During Snack: During snack, students can indicate what they want. By modeling and expanding upon the students utterances, this will help to expand the student's vocabulary and phrase/sentence length, (e.g. you want more, more cracker).

PLAY

In the play or activity area, create a low-tech board with choices represented by symbols and words. Model the word **want** + item, to ask them questions as to what they might want to do. Await their selections and reinforce their communication attempts by providing the requested item(s) if possible.



READING

Use the website: tarheelreader.org to find books with voice output containing the core word, **want** or follow the links below:

I want more

<https://tarheelreader.org/2019/12/05/i-want-more-7/> by Room 4

I want to get

<https://tarheelreader.org/2020/02/13/i-want-to-get/2/>

This book is located on YouTube

When I want: by SENSEable Literacy.

<https://www.youtube.com/watch?v=FNHHQTPJ-u4>

SOCIAL INTERACTIONS and VIDEO MODELING

While engaging in a turn taking activity, the students can indicate what they **want**.

While in free play, where a student appears to be disinterested in an activity, the adult can model on a student's AAC system that they "not want" 'don't want, 'want all done', 'want finished.' A student's ability to refuse items provides them with the power to choose and control their environment.

SENSORY MOTOR

Here are some activities that could assist students in using and learning how to express the word, want.

If student has a bin of sensory-motor toys, ask them to tell you what they "**want**"

Create a board to assist with choice making.

Playing ball, ask the student what they WANT to do with it? Kick, throw, and catch? Model and say "want" + the action or more.

STRUCTURED ACTIVITIES-

Students can make a list of what they **want** for their birthday, Winter Holidays, to eat or drink for dinner: (Assistiveware Core Classroom)

At circle time, ask the student(s) what song they want, and model the phrase on the AAC system, (I want + song).

VIDEOS, MUSIC, ANIMATED SHORTS

Here are a few videos that could help to model the core word:

Assistiveware's Video about the core word: want:

<https://vimeo.com/196690375/836df298cd>

What do you want to do? (song)

<https://www.youtube.com/watch?v=M6n96yjmKLY>

For young adults:

Backstreet Boys, (I **want** it that way)

<https://www.youtube.com/watch?v=4fnDeDfaWCg>

ART OR SCIENCE ACTIVITIES

During a cooking activity, student(s) can indicate what they **want** (such as a turn, to put in the ingredients, etc.).

During an art project, when they pick a paint color, marker or crayon, model the word, want + color on their AAC system along with your voice.

Make a beautiful flower or leaf catcher to hang in the window. The student can indicate what they want following ALS modeling <https://artfulparent.com/the-perfect-frame-for-a-flower-mandala/>

USE OF APPS OR OTHER TECHNOLOGY

The students in class can take turns indicating what they want for their birthday, while the adult utilizes and projects the Google Slide presentation and each slide can start with the repeated line, "I want _____ and for more of a challenge, the teacher can follow-up by writing because_____. The adult can not only write words but import images of the items.

WORD WALL- Add the word, **want** on the Word Wall.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard, adapted keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Michaela Sullivan @ michaelasullivan2@gmail.com
Thank you!

CORE WORD: **In**

For Educators, Related Service Providers and Parents

Aided Language Stimulation: Say the core word or combination of words with your voice as you model/point to them on the device. Grow your student's vocabulary by using other core words as well.

Guide to ALS: from Coughdrop <https://blog.mycoughdrop.com/modeling-made-simple/>

I me	Hi hello	Bye goodbye	help	stop	go	want	play
that	out	in	more	all done	bathroom	take a break	wash

WAYS WE CAN USE THE WORD

REQUESTS: "go **in**"

DIRECT ACTIONS: "leave it **in**"

DIRECT OTHERS: "put it **in**" "come **in**"

ROUTINES AND SCHEDULES

Arrival: Students arrive and begin to put their things away. If they have daily notebooks, they can focus on putting the notebook **in** the bin. Adults can model "Your notebook goes **in** the bin".

Clean up: Students can clean up at any point during the day (e.g., after a particular work session, before going out to recess, at the end of the day, etc.) Adults can focus on modeling putting things in their spots.

Throw away trash: When something needs to be thrown away, students and adults can comment on how the item goes in the can.

PLAY

Use toys and put them in bins and talk with the student about putting it in (e.g. Where is the dog? The dog is **in** the barn.)

Playing house: Students can play house or play with a toy house. They can talk about how the doll went in the living room or any other room. They can also talk about how the doll goes in the house. It can be expanded to talk about how different items are in different rooms (e.g. the couch is in the living room, the bed is in the bedroom. etc.)

Train tracks: Using train tracks, you can either use tracks that have a tunnel or create a tunnel over the tracks using blocks. The adults and students can talk about how the train goes in the tunnel.

READING

The "in" book: By Ms. Gardenia's Speech Room

<https://www.teacherspayteachers.com/Product/Basic-Concepts-Interactive-Book-The-In-Book-711497>

Boom cards: Where is the cookie? By Anne Page SLP

<https://wow.boomlearning.com/play/seAgnJ6nCcfEfht9P/teacher>

READ ALONG with MICHELLE OBAMA | There's a Dragon in Your Book | PBS KIDS

<https://www.youtube.com/watch?v=pTCWYoOUMME>

SOCIAL INTERACTIONS AND VIDEO MODELING

Circle time: students can talk about each other going **in** the circle and going out of the circle. Adults can pause and discuss individual students going **in** and out.

Farm animals: Students can take turns putting farm animals in the barn. The animals can go in and out of the barn and adults can model discussing which animals are in the barn and which ones are out of the barn.

SENSORY MOTOR

Using shaving cream, adults can demonstrate putting their hands in the shaving cream and modeling the word **in** (e.g. my hands are in the shaving cream!)

Shaving Cream Marbling by the Artful Parent

<https://www.youtube.com/watch?v=65e5hKRPEnA>

STRUCTURED ACTIVITIES

Feeding Stuffed Animals/Puppets: "Put in" - have the student or students take turns feeding a stuffed animal. Teach them to put the food in the stuffed animal's mouth. Or have them tell you where to put the food! "Put it **in** the ____ (e.g. bowl, dish, etc.) and then feed the animal/puppet.

Scavenger hunt: Have different items hidden around a yard or room and have each student have a bag. When they find an item, they can say "Put ____ in"

VIDEOS, MUSIC, ANIMATED SHORTS

Wings works core word modeling the core word in

<https://www.youtube.com/watch?v=ibE3Eil8xlw>

Hokey Pokey Song (put your ____ in, put your ____ out)

<https://youtu.be/iZinb6rVozc>

ART OR SCIENCE ACTIVITIES

Cooking: Start with a recipe that your student enjoys making (e.g. ants on a log, smoothies, fruit salad, etc.). Talk about putting different ingredients **in** the bowl/blender/plate. Students can take turns putting each item into the bowl. Cooking in Dramatic Play Video Model by Carly Banks, (Adults and students can watch and look for all the ways he puts items "in" while cooking:
<https://www.youtube.com/watch?v=f6CMuSJPQM0>

Planting seeds: Students can go through the process of planting seeds. Adults can help the students start by putting a seed **in** a paper towel in a bag and making sure it is damp. As the seed grows, students can transfer the sprout **in** a cup. Once the sprout is bigger, it can be planted **in** the ground and continued to be watered.

USE OF APPS OR OTHER TECHNOLOGY

My Play Store app: The adult can model putting things **in** and taking them out of cart.

Peek a Boo Barn: talk about how once the barn door opens and the animals come out, (e.g. they go back in).

WORD WALL: Create a WordWall and add **in** to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

Writing and the Word Wall: Using a pencil or alternative pencil, have students try to write or type the word on the keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet,
please contact Beth Lytle @ blytle@mail.sfsu.edu
Thank you!

CORE WORD: **More**

For Educators, Related Service Providers and Parents

Aided Language Stimulation: Say the core word or combination of words with your voice as you model/point to them on the device. Grow your student's vocabulary by using other core words as well.

Guide to ALS: from Coughdrop <https://blog.mycoughdrop.com/modeling-made-simple/>

I me	Hi hello	Bye goodbye	help	stop	go	want	play
that	out	in	more	all done	bathroom	take a break	wash

WAYS WE CAN USE THE WORD

REQUESTS: "more cookies"

RECURRENCE: "I want **more**"

DIRECT ACTIONS: "more jumping"

DIRECT OTHERS: "more tickles" "more please"

ROUTINES AND SCHEDULES

The core word more can be worked into any routine.

Snack or Lunch: Students may request **more** using their talker or signs, of an item they want. It can be expanded into "I want more ____ (item)".

Art or Science: Students may request more items such as paint. "I want more paint" "I want more science", etc.

PLAY

Modify their favorite game by providing multiple chances to practice saying **more** (e.g.: tag- stop running/chasing ask, "what do you want?" "Oh, you want "more! tell me!"). Reward each time the student says more immediately with more running/chasing/etc.

On the playground, a student can request more pushes on a swing or more help getting up on the play structure

During play, the student could ask for more bubbles, or any toy for that matter.

Blocks: Build a tower and as an adult stacks blocks, model the word, more.

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

"More More More,' Said the Baby" by Vera B. Williams

<https://www.youtube.com/watch?v=KQZCGXqVMDY>

Visit the website: tarheelreader.org to find books with voice output containing the core word more or follow the links below:

I want more

<https://tarheelreader.org/2019/12/05/i-want-more-7/>

More and less

<https://tarheelreader.org/2019/11/03/more-and-less-3/>

I love you more

<https://tarheelreader.org/2018/02/20/i-love-you-more/4/>

SOCIAL INTERACTIONS AND VIDEO MODELING

During recess, a student can ask their friend for **more** of any game or any activity (e.g. more jumping, more tag, more chase). Help facilitate the student's use of their communication device.

SENSORY MOTOR AND VIDEO MODELING

During Freeze tag: after the student tags an adult, stop and wait for the student to initiate in some form that they want to continue the game, (behaviors, gestures, vocalization) and then model the word, (saying, you want **more**) on the device.

Trampoline: Adults and students can jump on a trampoline. Adults can stop jumping and a student can indicate that they want more jumping. Adults can model saying "you want more!"

STRUCTURED ACTIVITIES

An adult could use a big core board or student device to model the word more, introducing it to the student and/or class.

An adult plays music and then turns it off. Student(s) need to request more if they want to hear more music. The adult can also model "you want more music".

VIDEOS, MUSIC, ANIMATED SHORTS

Learning **more** using bubbles by Mrs. McKindra and friends:

<https://www.youtube.com/watch?v=rmQtklloafY>

Bear wants more by Karma Wilson and Jane Chapman, read by Storybook nanny: <https://www.youtube.com/watch?v=rXI0BZpADpo>

AAC and more by lotsacompton:

<https://www.youtube.com/watch?v=O4ev4mShGTE>

Sign language and "more" by baby sign language

<https://www.youtube.com/watch?v=t9vdZBGjIPQhwo%20tot>

ART OR SCIENCE ACTIVITIES

During cooking activity, student(s) can indicate when they want a turn to put in **more** of the ingredients. A fun activity for kids is making popcorn with the 'air popper'

During any art activity a student can indicate that they want more of an item (e.g. more paint, more cotton balls, etc.)

Monster Mouth free art activity, from AAC language lab, <https://aaclanguage.com/>

Monster Mouth

Stage All: All Levels

Play this fun engaging game to help teach a variety of language and grammar.



What you need:

brown paper bags

googly eyes

craft materials - whatever you have on hand

crayons or magic markers

What to do:

Model each target word or phrase on the device. If possible, you may want to act out the word or show the person where each body part is.

Write each vocabulary word on a sheet of paper. Create a "monster" with your student by putting two brown paper bags together. Cut out a mouth and add teeth, eyes and any other parts you would like. Ask the student to find the target words on his/her device. When the student finds one, crumple up the paper and have him/her throw the word into the monster's mouth. Repeat with all the vocabulary words.

Objectives

Student will practice a variety of vocabulary functions while playing a game.

Materials Needed

brown paper bags

googly eyes

craft materials - whatever you have on hand

crayons or magic markers

Vocabulary Targets

Will vary

USE OF APPS OR OTHER TECHNOLOGY

Toca Monster Kitchen: Model the word, **more** when looking at different items the toca monster wants to eat

WORD WALL: Add the word, "more" on the Word Wall.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

Writing and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Beth Lytle @ blytle@mail.sfsu.edu
Thank you!

CORE WORD: Out

For Educators, Related Service Providers and Parents

Aided Language Stimulation: Say the core word or combination of words with your voice as you model/point to them on the device. Grow your student's vocabulary by using other core words as well.

Guide to ALS: from Coughdrop <https://blog.mycoughdrop.com/modeling-made-simple/>

I me	Hi hello	Bye goodbye	help	stop	go	want	play
that	out	in	more	all done	bathroom	take a break	wash

WAYS WE CAN USE THE WORD

REQUESTS: go out

RECURRENCE: more out

DIRECT ACTIONS: walk out, take it out

DIRECT OTHERS: get it out

ANSWER QUESTIONS: "out there"

PROTEST: "no out"

ROUTINES AND SCHEDULES

Arrival: Students arrive and begin to put their things away. They will take out their backpack and put it away on their hooks. Adults can model "you took out your backpack and hung it up" "You are taking out your supplies"

Games: If students want to play a game, they can request to take **out** the game. Adults can also model taking out the game and commenting on taking the game out.

PLAY

Toys: Use toys and put them in bins and talk with the student about taking it **out**.

Bubbles: student directs adults to take wand out and blow bubbles.

Shopping: Pretend shopping, put things in and out of the basket.

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

Out and about by Shirley Hughes: <https://vimeo.com/408452194>

In like a Lion, Out like a Lamb by Marion Dane Bauer
<https://www.youtube.com/watch?v=xgOaV9I2Weg>

SOCIAL INTERACTIONS AND VIDEO MODELING

Recess: At recess, before going outside, adults can model "it's time to go **out**" and have the student repeat after the adult.

SENSORY MOTOR

Jump out of box: Students can jump **out**, adults can jump out, puppets can jump out. The box can be large or small, whatever works for the student and adult in their situation.

P.E.: having an obstacle course and talking about going in and out of different obstacles. (e.g. hula hoops on the ground, tires on the ground, etc.)

Sand table: Student puts sand in a pail and then dumps it out. Adults can model put in, then out.

STRUCTURED ACTIVITIES

The adults could use a writing chart, (paper, a white board or virtually on Google Slides) to ask about topics or items that are outside: (e.g. the ball is **out** of the box, the horse is out of the barn)

The _____ is out of the _____
The _____ is out of the _____
The _____ is out of the _____
The _____ is out of the _____

VIDEOS, MUSIC, ANIMATED SHORTS

Wings works core word modeling the word **out**:

<https://www.youtube.com/watch?v=ibE3Eil8xlw>

Hokey Pokey - Kids Dance Song - Children's Songs by The Learning Station

<https://www.youtube.com/watch?v=iZinb6rVozc>

Shake your sillies out by Raffi:

https://www.youtube.com/watch?v=NwT5oX_mqS0

ART OR SCIENCE ACTIVITIES

Balloons: Blow up balloon, and then model word **out** and let the air out. Students can use their communication devices, vocalizations, signs, etc. to signify that they want more air to be let out of the balloon.

USE OF APPS OR OTHER TECHNOLOGY

My Play Store app: The adult can model putting things in and taking them **out** of cart.

Peek a Boo Barn: talk about how once the barn door opens and the animals come out, they go back in.

WORD WALL: Create a WordWall and add "**out**" to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

Writing and the Word Wall: Using a pencil or alternative pencil, have students try to write or type the word on the keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Beth Lytle @blytle@mail.sfsu.edu
Thank you!

CORE WORD: **That**

For Educators, Related Service Providers and Parents

Aided Language Stimulation: Say the core word or combination of words with your voice as you model/point to them on the device. Grow your student's vocabulary by using other core words as well.

Guide to ALS: from Coughdrop <https://blog.mycoughdrop.com/modeling-made-simple/>

I me	Hi hello	Bye goodbye	help	stop	go	want	play
that	out	in	more	all done	bathroom	take a break	wash

WAYS WE CAN USE THE WORD

DIRECT ACTIONS: look that

GIVE INFORMATION: that one, that hurts

DIRECT OTHERS: do that, give me that, take that

REQUEST: want that, I want **that**, I need that

ASK QUESTION: what is that, who's that

ROUTINES AND SCHEDULES

Snack or lunch: Encourage the student to request an item by saying "I want **that**", "that" or "what that" it can be coupled with a point at the item the student is requesting (e.g. eat that)

Recess: I want that (toy)

Reading: (two choices) points to one he wants, model that one

PLAY

In a small group, put a single toy in a bag that you can tie or close tightly. Have each student feel the bag and see if they can guess what is inside. If they do not know what it is, model the question, what is **that**? If students may be trying to grab the toy, model having the student say, 'that's mine.'

As the adults and students are putting a puzzle together, use the word, that to model what you are doing, (e.g. I put that in, that go in, that piece).

While playing with cars, the adults can comment on what is happening, (e.g. that goes up, that goes down, that's fast, that's slow, that's red, that's blue, etc.)

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

Bear sees colors by Karma Wilson and Jane Chapman read aloud by storybook central <https://www.youtube.com/watch?v=sgfToyCrCUA> Adults can focus on commenting on different items in the book (e.g., That's blue, that's red, that's a bird, that's a flower, etc.)

SOCIAL INTERACTIONS AND VIDEO MODELING

Taking turns: Students can talk about when it is their turn to play with a different toy, book, etc. (**That's** mine, that's yours, I want that, you get that, etc.) Adults can comment and model these phrases as well as say "That's fun" etc.

SENSORY MOTOR

Sand table: Students and adults can put their hands in the sand. They can talk about what they are touching in the sand table (what is **that**, I think that is ___).

STRUCTURED ACTIVITIES

Sorting activity: While engaged in a sorting activity, the adult can model items by color or shape. (e.g. **that** red, that blue, that circle, that square, is that blue, is that mine, is that circle.

Modeling the use of words in natural-in-the-moment opportunities would be especially useful for a word like that. If a student's toy is taken away from him or her, model the phrase by speaking and modeling on the AAC device, such as: that mine, or give me that. This type of modeling-in-the-moment can pack a power-punch to the word, it's meaning and application.

VIDEOS, MUSIC, ANIMATED SHORTS

What's this, what's that? By super simple songs

<https://www.youtube.com/watch?v=UKNiCMrd3nU>

Demonstrative pronouns: this, that, those, these by goenglish.tv

<https://www.youtube.com/watch?v=BcxmWhY-zx8>

ART OR SCIENCE ACTIVITIES

Science. Show two transparent cups and fill with water and ask, which has more? This one or **that** one? The adult models that during this activity, (e.g. look at that, that has more)

USE OF APPS OR OTHER TECHNOLOGY

Toca kitchen: Use phrases such as "Does he like that? Feed him that. Make that."

My Play Store: ask the students, what do you want? This one or **that** one? Pointing to food items. Once student chooses, model, 'you want that' one

WORD WALL: Create a WordWall and add "**that**" to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

Writing and the Word Wall: Using a pencil or alternative pencil, have students try to write or type the word on the keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Beth Lytle @blytle@mail.sfsu.edu
Thank you!

CORE WORD: **All done**

For Educators, Related Service Providers and Parents

Aided Language Stimulation: Say the core word or combination of words with your voice as you model/point to them on the device. Grow your student's vocabulary by using other core words as well.

Guide to ALS: from Coughdrop <https://blog.mycoughdrop.com/modeling-made-simple/>

I me	Hi hello	Bye goodbye	help	stop	go	want	play
that	out	in	more	all done	bathroom	take a break	wash

WAYS WE CAN USE THE WORD:

REQUEST (e.g. **all done**?)

DIRECT OTHERS (e.g. all done play)

ASK QUESTIONS (E.g. all done?)

SHARE PHYSICAL NEEDS (e.g. all done hug)

MAKE CHOICES (e.g. communication partner: "more or all done?" student: "All done")

CESSATION (e.g. "all done movie")

Adults can model '**all done**' by using their voice along with the students device during activities where the child appears visibly 'done' (e.g. not looking at the adult or friends, not participating, etc.) or when students appear to be growing

visibly upset (e.g. "you must be all done" or "all done?").

Embed the use of the phrase **all done** during naturally occurring instances such as during a transition or when an activity is complete.

Through consistent modeling you will teach the student's that by using the word, '**all done**' they can refuse/reject an activity or situation that they do not wish to participate in at the moment.

ROUTINES AND SCHEDULES

Mealtime Student(s) can use "**all done**" when they are finished with their food, water, or if they wish to leave the table. Adults can model use of the word, all done, if they do not spontaneously indicate.

Circle Time or Morning Meeting Student(s) can use "all done" after the end of each song, book, or turn sharing information during the morning circle routine

Bathroom Student(s) can use "all done" when they are using the bathroom or washing their hands (e.g. all done wash).

Clean-up Students can use "all done" to indicate that they are all done cleaning up.

PLAY

Students can use "all done" when they are finished with a game, activity, or art project (e.g. "all done" when they finish a puzzle).

Adults can create highly contextual learning opportunities that may help students understand what "**all done**" visually looks like through strategically choosing activities that have a limited supply of objects/supplies. For example, if a student enjoys toy trucks or cars the adults can set up a race track, ramp or tunnel for the student to race a set number of cars through. When the student has raced all of the designated cars, there will be a naturally occurring instance for the adult and student to use "all done."

READING

Students can use **“all done”** when finished reading a book (e.g. “all done read”)

All Done Book by Ms. Garcia’s SLP Corner
<https://www.youtube.com/watch?v=n-l-VcYoy5Q>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can indicate all done to indicate that they are all done participating in play. Adults can model **“all done”** using aided language stimulation when they notice a student walking away from a friend they were playing with (e.g. “I see you’re walking away from your friend, you can say “all done” so that your friend knows that you are all done playing”).

[All Done ASL Modeling - teachmesignlanguage](https://www.youtube.com/watch?v=lgfqFJVuQiw)

<https://www.youtube.com/watch?v=lgfqFJVuQiw>

[Socialskillbuilder - Video Modeling "All Done"](https://www.youtube.com/watch?v=lgfqFJVuQiw)

SENSORY MOTOR:

Students can use “all done” during any sensory motor activity (e.g. swinging, spinning, exploring in a sensory bin, ect) to indicate that they no longer wish to engage in that particular activity.

Adults can set up a race (running, skipping, crawling, tip toe, ect) and set up a finish line with chalk or cones (cut out and tape students symbol for all done on cones for extra visual support). When the students cross the finish line, adults can model “the race is **all done.**”

STRUCTURED ACTIVITIES-

Adults can explicitly teach students what **“all done”** means across many different contexts throughout the day (e.g. “**all done** means that something is complete or finished. We are all done when we are finished with our bath, we are all done with eating when our stomachs are full. We can say all done when we are no longer interested in participating in an activity, ect).

Adults can talk about the different ways **“all done”** may look (e.g. looking at students completed art projects) or checking off boxes throughout the day on

the visual schedule when an activity is “all done” (e.g. after morning circle, students color in that part of the schedule and indicate “all done”).

Adults can also talk about the different ways students can listen to their body when their body is telling them it’s **all done** (e.g. “When my body starts to feel uncomfortable or antsy from doing the same thing for too long, I know it’s time to be all done with that thing. My body also tells me it’s ‘all done’ when I don’t need any more food because I am not hungry anymore. My body also tells me I am all done when I feel tired from playing so much”).

VIDEOS, MUSIC, ANIMATED SHORTS

[All Done Transition Song - Sarah Jane Mason](#)

www.youtube.com/watch?v=tjIB-OA8E-M

Adults can talk about the different ways “all done” may appear using time lapse videos.

[Time Lapse - Cake Baking in Oven](#)

<https://www.youtube.com/watch?v=VhEVEI6iwcU>

[Time Lapse of Watermelon Growing - Po Pi](#)

<https://www.youtube.com/watch?v=G0UBhCoo2Q0>

ART OR SCIENCE ACTIVITIES

Students can make sand clocks (with adult supervision) that serve as timers as well as built in visual aides for all done. Adults can explicitly explain how a sand clock works by telling students that when one side of the sand clock is empty it means time has run out, the timer is **all done** and needs to be turned over to start again.

The links below explain how to make a sand clock!

<https://sciencing.com/make-simple-minute-timer-5026941.html>

<https://www.youtube.com/watch?v=MEW-JM6cTmk>

Students can use “all done” during any art or science activity to indicate that

they are all done. Adults can use "all done" when the activity is complete (e.g. at the end of an art project).

USE OF APPS OR OTHER TECHNOLOGY

[Visual Timer Application](#), when the timer runs out the student(s) can indicate that the timer is "all done."

<https://www.online-stopwatch.com/classroom-timers/>

Choice Works - Visual scheduling application can also be used to reinforce the meaning of the phrase "**all done**"

WORD WALL: Create a WordWall and add '**all done**' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Alisa Lego @ legoalisa@gmail.com.

Thank you!

CORE WORD: Bathroom

For Educators, Related Service Providers and Parents

Aided Language Stimulation: Say the core word or combination of words with your voice as you model/point to them on the device. Grow your student's vocabulary by using other core words as well.

Guide to ALS: from Coughdrop <https://blog.mycoughdrop.com/modeling-made-simple/>

I me	Hi hello	Bye goodbye	help	stop	go	want	play
that	out	in	more	all done	bathroom	take a break	wash

WAYS WE CAN USE THE WORD:

REQUESTS (e.g. need **bathroom**)

GET HELP (e.g. help bathroom)

SHARE INFORMATION (e.g. go bathroom)

ROUTINES AND SCHEDULES

Going to the bathroom is a huge part of the everyday routine. In order to create learning opportunities as part of this already existing routine, adults can model and provide visual support such as using the child's device at the same time as your voice or any other communication system during each trip to the bathroom (e.g. "go **bathroom**").

Snack/mealtimes: The student can indicate that they need to go to the bathroom during meal time (e.g. go **bathroom**).

Circle: Students can indicate that they need to go to the bathroom during circle time (e.g. need bathroom).

PLAY

Toys and Games: Students can use the word **bathroom** while playing with a dollhouse or a printed out picture of a house (e.g. point out where it is “where **bathroom**” or “need to go to bathroom”)

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

[Who's in The Bathroom? Jeanne Willis - Read Aloud by Tia Carla](https://www.youtube.com/watch?v=QLRZr1wPCv0)

<https://www.youtube.com/watch?v=QLRZr1wPCv0>

[Everybody Poops - Taro Gomi read aloud by 'Reading Books'](https://www.youtube.com/watch?v=NgGIS4jgeys)

<https://www.youtube.com/watch?v=NgGIS4jgeys>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can indicate who's turn it is to go to the bathroom (e.g. your turn **bathroom**), and they can practice waiting in line for the bathroom.

SENSORY MOTOR

Students and adults can go on a **bathroom** scavenger hunt and explore all that a bathroom has to offer (e.g. toilet paper, soap, toilet, paper towels, ect.). Students can feel toilet paper and find toilet paper in the device. During this activity, adults can model that you find toilet paper in the bathroom on the student's device.

STRUCTURED ACTIVITIES-

Adults can explicitly teach the symbol for the bathroom and incorporate the visual schedule through repeatedly modeling “**bathroom**” throughout the day. Adults can also go on a walk around the school with students to talk about where the bathrooms are.

ART OR SCIENCE ACTIVITIES

Students can create a map of the school or of the students house (or make up a new house) and “find the **bathroom**.” Cut out the symbol for “bathroom” that corresponds with the students communication system/device, and allow them to place that on their map.

USE OF APPS OR OTHER TECHNOLOGY

Pepi Bath app has a bathroom component, where the child goes to the bathroom. Students can indicate “**go bathroom**” to practice.

VIDEOS, MUSIC, ANIMATED SHORTS

[Learning the bathroom - Vocabulary for kids. Smile and Learn- English](https://www.youtube.com/watch?v=690ZV3bKHZ4)

<https://www.youtube.com/watch?v=690ZV3bKHZ4>

Bathroom Manners Children's Song 🎵 I Gotta Go 🎵 Good Manners & Hand Washing by The Learning Station

<https://www.youtube.com/watch?v=mNUJs3GUiUQ>

Hello Kitty - Going To the Bathroom - Growing Up with Hello Kitty [Ep. 1] Hello Kitty Play

<https://www.youtube.com/watch?v=EoPOSY1zg-E>

WORD WALL: Create a WordWall and add ‘**bathroom**’ to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Alisa Lego @ legoalisa@gmail.com.

Thank you!

CORE WORD: Wash

For Educators, Related Service Providers and Parents

Aided Language Stimulation: Say the core word or combination of words with your voice as you model/point to them on the device. Grow your student's vocabulary by using other core words as well.

Guide to ALS: from Coughdrop <https://blog.mycoughdrop.com/modeling-made-simple/>

I me	Hi hello	Bye goodbye	help	stop	go	want	play
that	out	in	more	all done	bathroom	take a break	wash

WAYS WE CAN USE THE WORD

REQUESTS (e.g. **wash** me)

SHARE INFORMATION (e.g. we wash)

GET HELP (e.g. help wash)

DIRECT ACTIONS (e.g. wash my hands)

ROUTINES AND SCHEDULES

Together students and adults can check a visual schedule of when to wash hands. Adults can model "**wash**" in context, (e.g. 'you are washing, good job washing).

Circle Time or Morning Meeting: Students can indicate that it is time to wash hands before circle time.

Snack/mealtimes: Students can indicate that it is time to wash hands before and after they eat.

PLAY



Toys or Games: During water play students can be given a sponge or rag to **wash** the toys (e.g. car wash, wash baby dolls, wash toys, wash the tables or chairs). Adults can model “wash” in context (e.g. ‘you are washing, good job washing’).

Recess: With adult support, students can check the visual schedule and indicate that it is time to **wash** hands (for instance before and after recess). Adults can model the word, ‘wash’ or ‘time to wash.’ The adult could also use a first and then chart- “first wash hands then recess or first come in from recess then wash hands”).

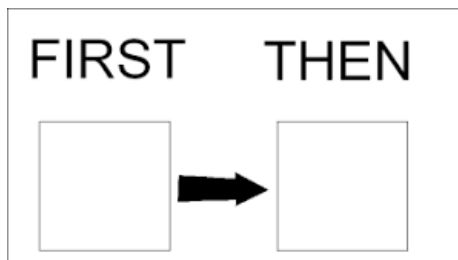


Image: <https://www.erinoakkids.ca/ErinoakKids/files/f9/f9e82917-4dc7-40ca-901e-3a27591b2c0a.pdf> (this link provides a brief description of how to use a first and then chart).

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

[Wash Your Hands - Tony Ross, Read aloud](#)

<https://www.youtube.com/watch?v=ljNvF650WTc>

SOCIAL INTERACTIONS AND VIDEO MODELING

With adult support, students can indicate who's turn it is to **wash** hands (e.g. your turn/my turn to wash hands). Students can also take turns lining up for the sink to wash hands (e.g. wait to wash).

How To Wash Your Hands - Point Of View Video Modeling by Cor Behavioral

<https://www.youtube.com/watch?v=vm2vxbKGulY>

SENSORY MOTOR

Students can use **"wash"** while they are washing their hands or washing toys.

Students can wash shaving cream off of the table or themselves after exploring shaving cream in a sensory bin. This activity creates a natural need to wash and the students will be able to use the word wash in a highly contextual situation.

STRUCTURED ACTIVITIES

Explicitly teach students about all of the times you **wash** during the day (e.g. wash body in the morning, wash dishes, wash hands, wash clothes, ect.)

Here is an example of a visual schedule that can be used:



Image: <https://www.tes.com/teaching-resource/i-can-wash-my-hands-sequence-support-12081445>

Adults can have a structured conversation about germs and the importance of washing hands and students can participate in this discussion. Throughout this lesson, use their device, your voice, and any other communication system to model 'wash'.

[Hand Washing for Kids - Get Rid of Germs Learn How to Wash Your Hands - Billy](https://www.youtube.com/watch?v=Vr6GQN-z_2sGorilly)
https://www.youtube.com/watch?v=Vr6GQN-z_2sGorilly -

This video may help aid in a conversation about washing hands.

VIDEOS, MUSIC, ANIMATED SHORTS

Here are some suggested songs on YouTube that can assist in teaching the core word:

[Wash Your Hands Song - The Singing Walrus](https://www.youtube.com/watch?v=dDHJW4r3eIE)
<https://www.youtube.com/watch?v=dDHJW4r3eIE>

[Wash Your Hands with Baby Shark | Baby Shark Hand Wash Challenge | @Baby Shark Official - PinkFong! Kids' Songs and Stories](https://www.youtube.com/watch?v=L89nN03pBzI)
<https://www.youtube.com/watch?v=L89nN03pBzI>

[This is the Way We Wash Our Clothes - Song for Kids | Lingokids - School Readiness in English](https://www.youtube.com/watch?v=cRNaGwkEwB4)
<https://www.youtube.com/watch?v=cRNaGwkEwB4>

ART OR SCIENCE ACTIVITIES

Students and adults can create a visual schedule of the day, starting from when they wake up and ending at bedtime. In order to reinforce the new core word **"wash"**, adults can assist the student in printing out copies of their symbol or symbol sequence for wash, and cut and glue to on all of the parts of the day when we wash (e.g. bath time, meal time, after bathroom, ect.).

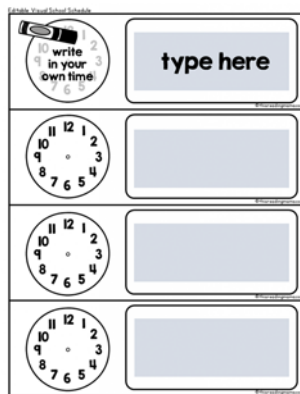
Here are some examples of what a visual schedule can look like:



Image on left: <https://whereimaginationgrows.com/visual-routines-empower-preschoolers-morning/>

Image on right: <https://www.pinterest.com/pin/355432595583719583/>

[The link](#) will bring you to a website that has a free template for creating a visual schedule that looks like the following image.



<https://thisreadingmama.com/visual-school-schedule-free/>

Students can use “**wash**” during art projects (or at the end). They may indicate “wash” when they wish to choose a new color paint, wash their hands, wash their paint brush, ect. Adults can support students in this activity by “thinking out loud” (e.g. “wow these brushes look dirty! Do you think it’s time to wash?”)

Students can also use “wash” to indicate that they need to wash themselves off during an art or science activity.

USE OF APPS OR OTHER TECHNOLOGY

Students can use the *Pepi Bath* application as a way to demonstrate hand

washing. Students can help pepi wash her hands by turning on the water, rubbing her hands with soap. Adults can model the word, 'wash' as the child or adult is helping Pepi wash her hands.

WORD WALL- Add the word, "**wash**" on the Word Wall.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Alisa Lego @ legoalisa@gmail.com.
Thank you!

CORE WORD: **Take a break**

For Educators, Related Service Providers and Parents

Aided Language Stimulation: Say the core word or combination of words with your voice as you model/point to them on the device. Grow your student's vocabulary by using other core words as well.

Guide to ALS: from Coughdrop <https://blog.mycoughdrop.com/modeling-made-simple/>

I me	Hi hello	Bye goodbye	help	stop	go	want	play
that	out	in	more	all done	bathroom	take a break	wash

WAYS WE CAN USE THE PHRASE

REQUEST (e.g. **take a break**)

NEGOTIATE (e.g. is it time now to take a break)

DIRECT (e.g. you take a break)

ASK QUESTIONS (e.g. can I take a break?)

SHARE PHYSICAL NEEDS (e.g. need take a break, tired need break)

MAKE CHOICES (e.g. take a break)

Learning and using 'take a break' may also help the students build **SELF REGULATION/EMOTIONAL REGULATION** skills!

Taking breaks leads to the [development of self-regulation strategies](https://hes-extraordinary.com/how-to-use-breaks-to-teach-self-regulation).
<https://hes-extraordinary.com/how-to-use-breaks-to-teach-self-regulation>

Adults should reinforce each time students requests to take a break, and use natural teaching moments when the students appears to need a break (e.g. tired, becoming frustrated, visibly upset, ect) to model this new phrase (e.g. student appears upset, the adult can say “you have been working hard, and you seem a little frustrated, it would be a good time to **take a break**). When doing this, be sure to include aided language stimulation strategies as discussed at the top of this page.

ROUTINES AND SCHEDULES

Snack/mealtimes Students can indicate that they want to **take a break** during snack time (e.g. take a break)

Circle Time or Morning Meeting Students can use ‘take a break’ to indicate that they want to take a break during circle time (e.g. take a break).

Activity Centers Students can indicate that they want to take a break during activity centers (e.g. take a break).

PLAY

Toys or Games Students can use ‘take a break’ when they are playing with a toy or playing with a friend to indicate that they want to take a break and do something else.

RECESS

Students can use ‘take a break’ when they are at recess to indicate that they want to stop and rest for a little while. Adults can support this by saying, “yes, you **take a break.**”

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

[My No No No Day by Rebecca Patterson | Read Aloud Books for Children!](#)

<https://www.youtube.com/watch?v=x-Bpoj5fZr0>

Adults can use this book to highlight when the character may have needed to **take a break** (e.g. “she seems upset, what could she do?” or “what do you think she needs right now?”)

Students can also use ‘take a break’ when they are reading a book and need or want to do something else (ex: go to the bathroom).

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use **‘take a break’** during social interactions with peers.

Video Modeling - How to check my visual schedule by Christa Duncan
<https://www.youtube.com/watch?v=FS81d1P0l6k>

Video Model - Ask for a break at work - device.m4v by Villa Speech
<https://www.youtube.com/watch?v=Rmh3usXNiyo>

Video Model of Using a Communication System to Request a Break Lindy McDaniel
<https://www.youtube.com/watch?v=f5DmCCME5nY>

SENSORY MOTOR:

Students can use **‘take a break’** to indicate that they want to take a sensory break. [This video](#) explains some ways that adults can modify the environment in order to limit the sensory input which may become overwhelming for students throughout the day. This can have a very calming effect on the students. This video can help teachers better understand their students and their physical needs and can also be used with students to give them some tips and tricks for when they need a sensory break (e.g. hug themselves).

The video also provides tips for parents for how to support their students in different environments such as a grocery store, or at home.

[Sensory Processing - General Calming Strategies Worcestershire Health and Care NHS Trusts](#)

<https://www.youtube.com/watch?v=Pu05WNLpyjY>

STRUCTURED ACTIVITIES

Adults can explicitly teach the phrase **“take a break”** to students by explaining why and when we may ask to take a break (e.g. when we are tired, frustrated, sensory overload, ect.). [This video](#) may be helpful in teaching the concept of taking a break and when to use this new phrase.

[Social Skills Video: Taking a Break to Calm Down - Everyday Speech](#)

(<https://www.youtube.com/watch?v=YMM67Le2VHA&t=16s>).



Visual aids are a way that adults can provide more support and clarity to students.

1. <https://www.pinterest.com/pin/287386019952569787/>
2. <https://www.pinterest.com/pin/26388347800433953/>
3. <https://www.boardmakeronline.com/Activity/2045020>

[Brain break cards](https://cdn.thisreadingmama.com/wp-content/uploads/2016/09/WBBCards-free.pdf) (<https://cdn.thisreadingmama.com/wp-content/uploads/2016/09/WBBCards-free.pdf>)

These brain break cards can be used to teach students some examples of “break” activities. Brain breaks are [very important for learning!](#) (link: <https://static1.squarespace.com/static/5b0edb3f266c07458c681630/t/5e74b91500619b55d3e0fbfe/1584707863356/Brain+Breaks+at+Home.pdf>)

<https://cdn.thisreadingmama.com/wp-content/uploads/2016/09/WBBCards-free.pdf>

VIDEOS, MUSIC and ANIMATED SHORTS

[Social Skills Video: Taking a Break to Calm Down - Everyday Speech](https://www.youtube.com/watch?v=YMM67Le2VHA)

<https://www.youtube.com/watch?v=YMM67Le2VHA>



https://www.pinterest.com/pin/AWXffMabzqJxJw36MvnJMwCp47r89FE7XgRESsf_96b0Z8XLfhY7dw/

ART OR SCIENCE ACTIVITIES

“Take a Break” Art Project: Students can create a collage of activities that they enjoy when they need to take a break (e.g. reading a book, quiet time, music, jumping, ect.) If possible, print out the symbol sequence for ‘take a break’ and place it at the top of all of their collage. Students can take this with them in order to let people know when they need a break and what kind of sensory break they want.

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using the paid app, *Pictello* (a powerpoint, google slides, or other story making platform) create a story about why we take breaks. “When I feel _____(sad, tired, confused, frustrated, ect), I take a break” to support the student(s) in understanding the phrase and its meaning. Adults can read this book with students and model the phrase throughout using ALS.

Predictable chart writing is another way that students can use **“take a break”** and work on their writing skills as well.

When I take a break I _____
When I take a break I _____
When I take a break I _____
When I take a break I _____

WORD WALL: Create a WordWall and add 'take a break' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Alisa Lego @ legoalisa@gmail.com.
Thank you!

Accountability Sheets

Please use the space provided below in whatever way feels the most helpful for YOU. These charts are to help you stay organized and remember all of the details that might get lost if there was no place to keep them safe.

August			
<p style="font-size: 24px;">I/me</p> <p>+ - ?</p>	<p style="font-size: 24px;">hi/hello</p> <p>+ - ?</p>	<p style="font-size: 24px;">bye, goodbye</p> <p>+ - ?</p>	<p style="font-size: 24px;">help</p> <p>+ - ?</p>
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
<p style="font-size: 24px;">stop</p> <p>+ - ?</p>	<p style="font-size: 24px;">go</p> <p>+ - ?</p>	<p style="font-size: 24px;">want</p> <p>+ - ?</p>	<p style="font-size: 24px;">play</p> <p>+ - ?</p>
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
<p style="font-size: 24px;">that</p> <p>+ - ?</p>	<p style="font-size: 24px;">out</p> <p>+ - ?</p>	<p style="font-size: 24px;">in</p> <p>+ - ?</p>	<p style="font-size: 24px;">more</p> <p>+ - ?</p>
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
<p style="font-size: 24px;">all done</p> <p>+ - ?</p>	<p style="font-size: 24px;">bathroom</p> <p>+ - ?</p>	<p style="font-size: 24px;">Take a break</p> <p>+ - ?</p>	<p style="font-size: 24px;">wash</p> <p>+ - ?</p>
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:

Month: August	What was helpful?	What wasn't helpful?	What would've been helpful?
Strategies			
Supports			

Activities			
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A few ideas for how to use the accountability sheet are:

Through the lens of **activities**

Key:

+ YES!	Activity worked well, supported the learning, student's understood what was being asked of them
- Probably not	Activity didn't work well, task was confusing, student's did not understand what was being asked of them
? Not sure	Not sure if the activity supported the students understanding of the core word/ what was being asked of them during the activity

Through the lens of a **particular student/s**

Key:

+ YES!	Student has shown an increased understanding/use of the word
- Probably not	Student has not shown an increased understanding/use of the word
? Not sure	Not sure if the student understands the new word/inconsistent data

For specific questions or more ideas regarding this, please contact Alisa Lego @ legoalisa@gmail.com.

Thank you!