

Adapted Activities, Strategies and Goals for Early Core Word Elicitation

Welcome to



An AAC language program designed for switch scanning

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With special thanks to the collective network of alternative and augmentative communication specialists at PRC-Salttillo, for lending their creativity and expertise to this resource. We would also like to recognize the many special families from whom we have learned along the way.

Author's Note: *The following activities have been designed to assist parents, teachers and clinicians in eliciting the use of 81 early developing, high frequency core vocabulary words with children who are using a speech generating device as their primary mode of communication. Although the activities that have been provided here may be used with any child needing exposure to and practice with a core set of vocabulary, these particular activities have been designed primarily for children who present with significantly limited fine and gross motor control and may therefore not have the ability to interact with objects, toys and games as readily as their same age peers.*



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a	A is an article that only appears before nouns that begin with a consonant sound. This makes it somewhat difficult to target in isolation as a single word. Model the word in a sentence or create a question that demonstrates the correct use of the word such as "Would you like A cookie or A cracker? A sticker or A stamp?" This will increase the child's familiarity with the word. Use songs that include the word A such as the ABC song, Mary had A little lamb, or Old MacDonald had A farm.
all	The word ALL can be taught in contrast to the word SOME. If the child is requesting a snack or drink, this would be a good time to introduce these words and allow the child an opportunity to tell you if they'd like ALL or SOME. Practice giving them control of a picture or art/craft activity that a peer is helping them complete (i.e. Should we color ALL of the balloons blue or just SOME of them? Should we stack ALL of the blocks on top of this one or just SOME of them?) Would they like ALL of the song or just SOME?
an	AN is an article that only appears before nouns that begin with a vowel sound. This makes it somewhat difficult to target in isolation as a single word. Model the word in a sentence or create a question that demonstrates the correct use of the word such as "Would you like AN apple or AN egg? AN eagle or AN elephant?" This will increase the child's familiarity with the word as they explore.
and	Play a silly robot game together using the word AND. Encourage the child to direct the robot (you or a peer can play the robot role) to do different things such as eat or sleep. Now model the word AND, allowing the child to experiment and see what happens when they join two words together such as telling the robot to sleep AND eat, or to go AND stop. What happens if they tell the robot to turn on AND off, to turn AND drink? Be silly and have fun acting out the words choices!
are	Like many of the words, ARE does not stand alone as a single word in our language. ARE generally follows yellow pronoun words such as "we" "you" and "they". If your student is ready to work on pairing words together, you might consider working on short phrases such as "You ARE" "We ARE" or "They ARE" in response to simple questions. Use props such as big glasses, silly hats, or even stickers and ask questions such as "Who is wearing glasses? We ARE. Who is wearing the BIGGEST glasses? You ARE." You can also model questions using ARE. "ARE you fast or ARE you SLOW? (while preparing for a wheel chair race with classmates or teachers.) You might also try doing some sentence completion activities together. For example, you might like to fill in the blanks of a story you have created about a puppy. The story may have sentences such as "You ARE furry, You ARE small, You ARE brown". While the child won't have all of the needed vocabulary words at this level, they could certainly fill in the word ARE as you read the story aloud. Pause and allow the child the chance to "fill in the blank" using their device. You might even write in the word ARE on each page after the student uses their device to say the word. Also remember you can simply use the word ARE to model a sentence if the child should happen to select it during exploration. Let's pretend the child selects ARE during exploration. You might now respond by saying "Joey, look! You ARE smiling! You ARE wearing red. Or maybe it prompts you to ask a question using "ARE you happy today? or ARE you sad? Pretend the child has become invisible and start asking "Where ARE you Joey? Where ARE you?!"

bad	BAD can be taught in contrast to GOOD (see the above suggestions for GOOD). You might read the book "That's Good! That's Bad!" by Margery Cuyler. Pause when you get to the words GOOD and BAD and let the child say these words aloud using their device. Another suggestion is "Bad Kitty" by Nick Bruel. In this book, the Kitty is mad because there is no cat food left. He goes through the alphabet and does a BAD thing for each letter.
big	LITTLE is most easily introduced within choice making activities that are contrasted with the word BIG. Examples might include choosing a bear, doll, or person to "dress up". Allow the child to assign a LITTLE hat vs. a BIG hat, LITTLE sunglasses vs. BIG sunglasses, or LITTLE earrings vs. big earrings. At meal time encourage the child to choose between a LITTLE bite vs. a BIG bite, or perhaps a LITTLE cookie for dessert vs. a BIG cookie. Toy cars, stickers, toys and balloons are all good items to use when attempting to elicit LITTLE vs. BIG during word play.
color	The child may use this word to indicate that they would like to COLOR or play a COLOR based game with you. There are many coloring apps now available on touch tablets, and there are also adapted paintbrushes and art supplies that might make COLORING easier for the child if hand control is a challenge. When the word COLOR is chosen by the child, offer them finger paints, or roll marbles that have been dipped in paint across a paper to make a painting (place the paper inside of a small box to avoid painted marbles spilling everywhere!) If you want to offer specific color choices, hold the marker or paint color at the child's eye level and ask him or her to touch or look at the COLOR they want to use for the activity.
come	Use favorite peers, siblings, relatives and friends. Ask them to hide or stand across the room. Encourage the child to use the word COME to summon them over to where they are sitting. You might also use wind-up toys that walk or have the child tell stuffed animals to COME over and sit with them in their chair. Contrast this word with GO and have fun allowing the child to tell someone to COME and GO away.
do	DO can be targeted both at the single word level or within short phrases. Encourage use of the word DO while playing with toys and manipulatives that DO something such as flip, sing, or spin. (i.e. Offer a small wind-up toy that can DO something special like a dog that flips or a spinner that lights up.) If the child uses the word DO, make the dog DO his trick. If working with word pairs, try pairing this word with pronouns such as "He do, She do, They do, I do". Allow the child to direct what you are doing with adjectives such as "DO fast, DO slow, DO up, DO in".
don't	DON'T can be used to negate, protest or object. Consider everyday situations such as dressing, eating, playing toys, or listening to music. For example, allow the child to direct another person as to which clothing items they wish to wear for the day. Hold up various items and encourage DO vs. DON'T. Dress a stuffed bear or pretend to dress yourself with silly items. Engage in a silly game, where you attempt to put socks on your ears or a hat on your foot and have the child tell you DO or DON'T. Remember there is no wrong answer. Let the child free play with these words and be as silly as they wish with these games. Your reactions will reinforce their understanding. Have the child practice using DON'T to tell a puppet to STOP stealing bites of a snack or toys from the child's tray. DON'T could also be paired with other core words such as LIKE and GO. Consider listening to songs and making comments. For example, model DON'T LIKE vs. DO LIKE as you listen to a favourite CD together. Stop and start different songs on an MP3 player and do the same thing. Keep track of songs, toys, food and games and make fun charts together.

<p>drink</p>	<p>Elicit this word by offering a DRINK of a favorite beverage or encouraging the child to direct another person to DRINK something. Give a DRINK to a doll baby or pet animal when this word is selected by the child. Offer contrasted choices between other verbs such as DRINK, EAT or SLEEP with dolls or puppets. Pair with pronouns (I drink, You drink, he drink, she drink), drink some, drink all, new drink, big drink, good drink, bad drink, like drink, not like drink.</p>
<p>eat</p>	<p>The beginning of a meal, when a child is most hungry, is a great time to work on the use of the word eat. You might ask throughout the meal whether your child wants another bite to eat or something to drink. Another way to teach eat is through pretend play. Use your child's favorite stuffed animal, baby doll, etc. Your child can tell you when the creature is hungry by saying "eat" and then you would feed it. If you have pets, your child can tell you when it's time for your pet to eat. This may even become one of their chores around the house. If you don't have pets you might consider putting up a bird feeder to watch the birds "eat". Again, the child can tell you when the feeder is empty by using the word "eat" and looking/gesturing towards the feeder. You can look at pictures in magazines/books and see if you can find different people eating and every time you see someone eating you say the word "eat". There are also some apps where you have to feed your pet fish/cat/dog/etc and some children may enjoy that as a way to practice with eat.</p>
<p>end</p>	<p>END can be elicited with many of the same activities suggested earlier for teaching the word stop. Keep this in mind, as you are reading books, watching videos/movies, or playing games and you sense that the child needs a break. Offer a chance to END the activity by encouraging this word. Use an arts and crafts activity and explore what happens when you put different tails on the END of various animals. (i.e. What happens if you tell me to put a horse tail on the END of the pig!). Use small dolls, cars or animals and line them up for a parade. Which one should go at the END? Offer the child eye level choices of objects and let them see the options. Remember to model use of the word END when you finish meals, games, appointments, or visits with someone.</p>
<p>fast</p>	<p>See previous activities already suggested for the word SLOW. The meanings of these two words are often learned more readily when presented in contrast to one another. Decorate a simple cardboard box and make a pretend washing machine. Load clothing items into the box and elicit use the word FAST by quickly shaking the box and washing the clothing items. Incorporate other core words such as SLOW, ON, IN, OFF, TURN or STOP to play the washing machine game together. Plug in a small fan and allow the child to choose the speed settings. Does the child want the slow or FAST setting? Many fans now come with remote controls. Ask the child to tell you which setting they want and then help them to push the correct button on the remote control.</p>

feel	<p>Play a texture game, with different objects or containers set on the child's tray to pique their curiosity. For example you might use a very soft fabric or a collection of cotton balls, something bumpy or rough like sandpaper, wet or cold objects like ice chips or grapes, or a small bucket filled with sand or whip cream. Model the word FEEL and encourage the child to use this word to request a chance to FEEL each item. Assist them with dipping their fingers or hands into each container. Create a fun chart together, showing which objects they liked and which they did not like. Read a touchy feely book together such as one from the Usborne "That's Not My" collection, which provides delightful, repetitive opportunities for the child to request to FEEL something on each page. Pair with other words such as "FEEL GOOD/BAD" and have a peer act out the emotion. Use the Smarty Pants tablet app by Help Kidz Learn to tell the characters to FEEL good vs. bad.</p>
find	<p>Use a magnifying glass, enlarged that can be placed in front of the student or manipulated by the student, and play a go seek game. "Find the ____." Use the icon tutor to find specific words to complete a sentence. Put up a where's Waldo type of picture in the room to find him. Play the game "where can I find a ____?" related to simple everyday items.</p>
follow	<p>Play a game of Follow the Leader. Initially, model the word "follow" and have the child follow you. The child can follow in their wheelchair or stroller while being pushed or while learning to drive a powered wheelchair. Model combining the words "mom follow," "dad follow," "you follow," etc., though the child may not be ready for combining words themselves. After modeling the word, allow the child to try it, and guide as necessary. Work toward combining with names and locations such as "follow in," "follow outside," and so on. On an accessible nature trail, allow the child to lead the way. At each turn, encourage them to say "follow me." If they don't want to lead, they can change the leader by saying who to follow. Find the Emerald City. Set up a yellow brick road and have a child follow the road to a treasure at the end. In a school, hallways can be marked with painted or drawn yellow bricks and others with red or green. Have the child follow the yellow bricks to a special prize at the end. At each turn, have them say "follow yellow" and turn toward the yellow brick road. For older children, teens and adults, they may want to "follow" someone of Twitter or Facebook. Allow them to choose who to follow by saying "follow him/her/them."</p>
get	<p>Place favorite toys or items up high on a shelf or inside of containers that are tricky to open (clear containers that allow the child to peek inside are especially useful). Offer to GET the item for the child while you model the word location for GET. Provide a pudding snack but forget to have a spoon available. Have the child direct you to GET a spoon from the drawer. Pour a special drink and offer to GET a straw. GET can also be paired easily with other early words such as ME (i.e. if they like to be tickled or play chase, consider the phrase GET ME). GET it, GET you, GET more, etc. are all good targets.</p>

good	Consider using the sense of taste, touch, and smell to elicit the words GOOD and BAD. For example, you might offer a taste testing activity in which you allow the child to sample a variety of flavors. Some flavors may taste GOOD while others taste BAD. Easy "taste test" items might include small suckers, flavored popsicles, restaurant style jelly packets, single serving applesauce tubs (regular, blueberry, pear, etc), or snack sized pretzels and crackers. If the child has difficulty with eating, they may still be permitted to taste or lick flavors placed in small amounts at the end of their tongue (Always be sure to discuss any oral feeding precautions with parents and physician first). Textures and smells can also be presented to the child and judged to feel or smell GOOD or BAD. Take note of the reactions the child provides you and use that opportunity to model word locations on their device. For example, you might say "Mmm, you liked that cracker I can tell! It was GOOD!" Keep track of what they like and dislike using a large chart with stickers or tally marks for GOOD tasting foods vs. BAD tasting foods.
have	Play a simple matching game with real objects, stickers or photo cards. Provide the child with a special collection of these items on their tray and also provide a special collection of items on your tray. Pull matching items out of a bucket and see who might HAVE the same item on their tray. Does anyone HAVE a match? If the child has a match help them find the word HAVE and give them a point for finding a match. If they don't have it, you might model use of the phrases "no HAVE" or "don't HAVE". The first person who finds collects three matching objects wins. Other simple phrases might include "I HAVE, You HAVE, and We HAVE".
he	The word HE is best introduced using the opposite pronoun of SHE. Using a Mr. and Mrs. Potato Head, have the student say who will get the parts, which are laid out on a table. Examples of this would include "HE gets that", "SHE wears green", "HE needs ear", "SHE is funny", etc. The child may also use these and other pronouns in a Simon Says game with other students. Examples could be: "THEY jump up", "SHE sits down", "HE runs", "THEY turn around", etc.
hear	Use music or recorded messages from favorite people in the child's life, such as mommy or daddy that say "I love you" or "Hello". Allow the child to HEAR the songs and messages when they select this word. Whisper a silly message into the ears of peers and ask who else might like to HEAR the message. Offer contrasted choices such as "Would you like to HEAR something or WATCH something?"
hello	Using the word HELLO can be a highly motivating first word, especially when we consider that many children with significant physical challenges are not able to easily wave and gesture socially at a young age. Reinforce use of the word HELLO as naturally as possible by responding as you would to anyone that has just greeted you. (i.e. "Hello! It's so nice to see you today!") Take the child on a short walk and have fun saying HELLO to favorite friends and teachers. Play with silly puppets, dolls, or manipulatives and practice social exchanges. Help the child record the word HELLO into a voice changing toy or touch tablet application and allow the child to hear the word HELLO spoken back to them in a silly sounding voice.
help	Use a puppet to HELP with something you are purposely struggling with, such as unzipping a sweater, opening a jar, picking up toys, or eating goldfish crackers. Use dolls or a super hero figure to HELP push a car, turn a page in a book, pop bubbles, or knock down a wall of blocks. Emphasize and model use of the word HELP when you are assisting with feeding, dressing, relocating, repositioning.

I	<p>I is a word that is frequently paired with a verb such as "want", "eat", "read", or "color". If your student is already pairing together two part utterances, then activities for requesting or rejecting such as: "I want..." "I need..." "I don't want..." "I don't need..." may be appropriate targets, but pronouns do carry communication power all by themselves. Consider opening a bag of potato chips into a large bowl. Who gets the next chip? Eliciting the words "I" vs. "you" in isolation can be just as effective in establishing an early understanding of these words. Have a collection of desirable and non-desirable items to request or reject during choice making activities. Select games and activities where certain parts are needed, or not needed, such as puzzles, Mr. Potato Head, or other toys that require assembly. Have the child select or reject items needed to complete the project. Play the "I do" game. Hold up items and ask "Who wants...?"</p>
in	<p>Use bean bag chairs, indoor tents, tunnels, or pretend houses/forts and offer the child a chance to go IN for a while. Use favorite dolls or stuffed animals and encourage the child to direct you to put the objects IN a variety of places (i.e. IN the bathtub, IN the bucket, IN the bag, IN the car). Personalize a house for plastic bugs, or create a special "bank" for collecting coins, cars, or stickers. Spread the items out on their wheel chair tray and then hold each item up at eye level and allow the child to direct you to put the objects IN their container. Pretend to pack a bag for a trip to the ocean and put things IN like funny sunglasses, a bathing suit and a towel. Fill up a little bowl of water and put pretend fish IN to make an aquarium. Put dolls or other figures IN the water and pretend they are swimming.</p>
is	<p>Where IS thumbkin? Where IS thumbkin? Here I am, Here I am.</p>
it	<p>Prepare simple phrases together and practice approaching others and giving them instructions such as:</p> <ul style="list-style-type: none"> -place a silly hat or oversized glasses on the wheel chair tray and tell another to "wear IT" -place candy or pretzels on wheelchair tray and direct another to "eat IT" -place a musical instrument on wheelchair tray and tell another to "play IT" -place play do or a puzzle on wheelchair tray and tell another to "make IT" or "do IT" -place a tub of sand on wheelchair tray with a secret toy hidden inside and tell another to "find IT" <p>Describe videos you find on YouTube or photos you find have collected using IT to start the phrase: IT pretty, IT bad, IT good, IT fast, IT slow, etc.</p> <p>Play the "tag you're IT game" and the device user decide who will be "it": He it, she it, you it, I it, etc. If the child isn't independently mobile still allow them to participate in being IT by pushing them around to tag others.</p> <p>Practice saying "Stop IT" when the child is frustrated with something they dislike (i.e. music playing too loudly)</p>
like	<p>Children love to be asked for an opinion, and what better way to express an opinion or than with use of the word LIKE. Foods, clothing, sports, games...just about any category can be used. Flip through a clothing or toy magazine, and have the child tell you which items they LIKE. Use a marker and circle what they LIKE or cut out the images and keep in a special envelope. This can be especially fun when preparing for a birthday or during the holidays. Teaching LIKE in contrast with DON'T may help build their understanding even further. Do they LIKE ice cream? Maybe they DON'T like asparagus? Make a chart showing which items they LIKE and DON'T LIKE so they can see their choices afterwards.</p>

little	LITTLE is most easily introduced within choice making activities that are contrasted with the word BIG. Examples might include choosing a bear, doll, or person to "dress up". Allow the child to assign a LITTLE hat vs. a BIG hat, LITTLE sunglasses vs. BIG sunglasses, or LITTLE earrings vs. big earrings. At meal time encourage the child to choose between a LITTLE bite vs. a BIG bite, or perhaps a LITTLE cookie for dessert vs. a BIG cookie. Toy cars, stickers, toys and balloons are all good items to use when attempting to elicit LITTLE vs. BIG during word play.
live	Use toys, or print out pictures if you do not have objects to manipulate for this activity: set up different habitats such as a house, a barn, an aquarium, and a zoo, and then work on where animals (and people) LIVE. Pigs and horses LIVE in a barn, where do people LIVE? Fish LIVE here (while placing them in the aquarium). This can be a silly activity too, for example, these elephants LIVE in the house; you can target DON'T too! Elephants DON'T LIVE HERE!
look	Fix a child's hair, put silly glasses on their eyes, or plop a funny hat onto their head and offer a mirror and a chance to LOOK at themselves. Have some items in a box/bag and shake the bag. Do they want to LOOK inside? Hide something and take them to LOOK for it. Go on a treasure hunt and LOOK for things around the room or use a magnifying glass and let the child LOOK for special items. Find pictures or videos to LOOK at with the student. Discuss what you are LOOKING at together.
love	Use photos of family members and favorite pets to encourage commenting with the word LOVE about each picture. If the child chooses the word LOVE you might expand their comment for them verbally and say "That's right you LOVE your mommy, you LOVE you dog Ralph, you LOVE your sister Sally". Working on the special three word phrase "I LOVE you" is a favorite accomplishment for many children to share with their parents. Consider encouraging use of the phrase "I LOVE it" instead of "I LIKE it" and the child will have another way to express affirmation. Teenagers especially might like to go through a magazine or catalog and tell you if they LIKE or LOVE a particular item (i.e. sports cards, clothing, celebrities, etc). Make a silly chart showing what songs they LOVE vs what songs they only LIKE.
make	MAKE can be used when playing with play-doh. Use cookie cutters or pair with a shape word and have the child tell you what to MAKE. During drawing or painting activities, direct each other to MAKE certain shapes or objects. There are several tablet apps that are kitchens or restaurants that allow you to MAKE different foods.
me	Ask simple questions that are fun and motivating to answer by using the word ME. For example: "Who wants a bite of this pudding?" Me!
mine	MINE can be a powerful first word for a child. This word can be used to indicate when a child wants something of their own. Pretend to take great interest in a favorite blanket, toy, or stuffed animal that the child knows and loves. They may not like you holding their items! Encourage them to use the word MINE and promptly give the object back to them. They will be reinforced by the idea that using MINE will be respected. You might try flipping through photos of their home, bedroom, siblings, or pets and asking casual questions such as "I wonder whose house this is? I wonder whose dog this is? I wonder whose bedroom this is?" MINE! Using food and edibles can be motivating too. You might try snacking with a pretend dog who tries to steal the child's snack. Encourage the child to use the word MINE to get their food back!

<p>more</p>	<p>MORE is a word that can be used all day long in wide variety of activities. Do you want MORE to eat or drink? MORE of this item or that one? Do you want MORE of this game? MORE blocks? MORE blankets? MORE light in the room? Playing games that stop on their own is another way to encourage the use of MORE (i.e. a toy is activated and sings a song but after 15 seconds or so, it turns off). You might read a few pages of a book and then inquire to see if the child would like you to read MORE. Another way to elicit this word is by finishing an activity before your child is done (i.e. only give 3 pushes on a swing and then stop). The child may want to swing MORE and this may encourage them to ask you. Use a balloon, but only blow it up a bit. Now offer your child the chance to say MORE and start blowing</p>
<p>my</p>	<p>The word "my" can indicate possession or turn-taking. Try using a balloon - something I've found to be motivating and fun across age groups. Blow up the balloon and then model the word "my" on the device as you explain, "It's MY turn to let the balloon fly". Allow the balloon to buzz around the room as the air is released. Comment on how funny it sounded or where it landed. Blow up the balloon again and allow the person to say "my" on their device to indicate that it's now their turn to let it go. Provide assistance if the person needs help holding the balloon or releasing it. You can make this into a game by trying to guess where the balloon might land using other core words you may have already targeted/mastered - prepositions, pronouns, etc. You can also target the word "my" using silly songs like the Name Song. Model the word "my" on the device as you explain, "I'm going to sing a song with MY name in it". Sing the song "Frank, Frank bo bank, banana fana fo fank, fe fi, mo mank, Frank" but substitute in your name. Then ask the person whose name you should sing about next and elicit "my". This particular activity could also target other names or pronouns that you've already practiced/mastered. "My" can also be used to direct activities. Assign each student a color of paint and then create a large mural on the wall. Assign the role of "painter" to an adult and have them ask the group, "Whose paint should I use for the flower in our mural?" Model "my" on the person's device saying to the painter, "I want you to use MY color paint". After each part of the mural is painted, the painter can ask "whose color next?" and the students can answer "my" if they want to be selected.</p>
<p>need</p>	<p>Offering choices based on the weather can help teach the word NEED. We can show how we NEED an umbrella if it is raining, or that we NEED a coat when it is cold outside. We NEED a hat when it is sunny outside, and we NEED our sunglasses too. You might pack a silly suitcase for a trip and hold up various items...asking the child to decide if it is something we NEED or DON'T NEED to take along with us. Do we NEED a beach towel if we are heading to go sledding? Allow for silly responses and have fun. Additional NEED vs. Don't NEED activities might include building a very silly sandwich....(Do we NEED a shoe on our sandwich? Do we NEED ketchup?) or decorating a birthday cake ("Do we NEED candles? Do we need cucumbers?" Have fun with whatever response is given!</p>
<p>new</p>	<p>Consider teaching the word NEW in the context of short play based activities where you might select a toy to spin, or a short video clip to watch. Offer choices during your interactions with the child such as "Would you like to keep playing/watching this or would you like to choose something NEW?" Roll out play-do on the child's tray and use cookie cutters to help them cut out fun shapes. Ask the child to use the word NEW if they'd like a different cookie cutter. When introducing new tastes, foods or drinks at snack time you might offer the item as a NEW choice to try.</p>

no/yes	While responding to a yes/no question is certainly a common and worthy early communication goal, caution must be taken not to overuse yes/no questioning with any person who is unable to communicate verbally. Yes/no responses require dependence on another person to initiate an appropriate question, and therefore do not allow for independent expression of thoughts. Additionally, young children may not always be developmentally ready to understand and process the meanings of questions that others ask of them, while they may be more capable of using a small set of single words to make their needs and wants known. Therefore, exposure to "yes/no" and "I don't know" responses, in the context of generous exposure to a variety of other useful words, is our suggested goal for the child at this level.
numbers	Use NUMBERS to begin exploring number concepts, without yet requiring the child to match or recognize numerals as a prerequisite skill. For example, offer a bowl of potato chips or a box of match box cars and simply let the child play with choosing any number they wish. (i.e. The child selects the number two, and you give them two chips on their plate to eat.) Ask open ended questions and accept any NUMBER as a correct answer at this level. "How many times do you want me to jump? To swing you? How many minutes would you like for break time? For music? How many kisses do you want mommy to give you?"
off	A child can direct an activity by telling you to turn OFF music, lights, or a fan. Many toy stores now sell toys that blink or light up, as well as flash lights that have different lids you can attach to project various characters or shapes on a wall or ceiling. Prepare a bag of light related toys and encourage the child to find the word OFF to turn the lights OFF so you can see the colors and designs being displayed. Pretend to give a stuffed animal a bath, but be sure to take his clothes OFF before he goes into the bathtub! Put Band-aids ON a doll, then pretend the doll is all better and take a Band-aid OFF if the child uses the word. Allow the child to tell people in the room to take OFF their shoes. Have mom put dad's shoes ON, does that look silly? Should she take them OFF?
on	Choose an entertaining toy or song and allow the child to experience what happens when they select the word ON. Use soft blankets, silly hats or favorite clothing items and put them ON the child or yourself when the word is selected. If using a silly hat, remember to have a mirror close by so they can look at themselves and giggle! A child can tell you to put a doll ON their bed or place a block ON another block to make a tall tower. Turn the lights off, and then back ON if they use the word to direct you. Turning water faucets ON and give a doll or dinosaur a shower! Use dressing time or leisure time, and offer a soft blanket or favorite clothing item to put ON the child. Find a super hero cape and mask and offer to put these ON the child. Incorporate other core words such as GO and pretend to fly through the school hallways with the cape and mask, just like a super hero. If the child is small enough to still be carried by an adult, pick the child up and pretend to make him or her fly through the air with the cape ON. ON has many uses throughout the day. ON is frequently used in contrast with OFF. A child can direct an activity by telling you to turn ON/OFF music, lights, or a fan. While playing with Mr. Potato Head, a child can tell you to put ON different articles of clothing or accessories. ON can be used as a preposition. During art activities, a child can direct the activity by telling you to color ON the page or put a sticker ON their hand. If the child is ready, begin to pair ON with other words (turn ON/OFF) for lights, TV, computer, AC device or music.
out	Fill a bag with a collection of assorted toys and interesting objects. Take an object OUT each time the child uses this vocabulary word. Once they see the objects, they might like to make additional choices such as telling you to PLAY with the object, make something GO or STOP. If you pull OUT something edible perhaps they might like to EAT it. You might allow them to PLAY with their object until they are ready for MORE or something NEW. OUT can also be targeted as a requesting word for use when the child wants to be taken OUT of their wheelchair or bed. Start a collection of something the child shows interest in, such as pretend bugs....coins....colorful beads or shells.

play	Use PLAY to invite someone to PLAY. For example, if PLAY is selected you might respond naturally by saying "Sure, I'd love to PLAY with you." You might offer them a few PLAY items, such as blocks or bubbles, and ask them to reach for the item they desire. If reaching is too difficult, simply hold up their choices and encourage them to look at the item they want using their eyes. Have the child tell you or a friend to PLAY music, videos, or instruments such as a piano, horn, or harmonica. Remember to keep the PLAY fun!
please	Direct puppets, dolls, cars (Mater, McQueen, etc) to say PLEASE before they get to do something (eat or drink, go down a ramp, etc). Cars might ask "Can I PLEASE go down the tunnel?" "Can I PLEASE have a bite of food
Plural /s/	Choosing this key will add an /S/ to the end of any word, making it a plural. Even if your student isn't yet ready for grammatical word endings, you might begin introducing the plural /s/ by modeling. For example if they have just chosen the work COOKIE you might add the plural /s/ so they will see how you make the word COOKIES instead. Do you want a cookie or some cookies?
put	PUT can be used to direct another person to PUT something together (i.e. a puzzle), PUT something into a bucket, or PUT something on paper. Try going through a collection of toys and asking the child to tell you which ones to PUT on their wheel chair tray, or which toys to PUT in their suitcase as you prepare for a pretend vacation. Do they want you to PUT a toy car on their tray? Do they want you to PUT a pretend spider on their suitcase? You can also PUT beads onto a string to make a necklace or a string decoration for them to play with on their tray. Have the child choose which beads you should PUT on and which they don't want. Offering contrasted choices with NOT or NO may help with this activity.
read	Find favorite books that are going to capture the attention of the child and have them request you to READ the book aloud. Have the child select puppets to READ their books to them instead of you and use a silly voice when the puppet is READING. Don't forget about adapted books that are available online at websites such as www.tarheelreader.org . Adapted books can be controlled by use of a switch, allowing the child to turn the pages independently. You might consider teaching this word with pronoun choices such as: I read, you read, she read, he read, read to me, etc.
ride	RIDE could be used when playing with model cars, make the cars RIDE next to each other or STOP the cars and let the child direct the activity using RIDE or STOP. To ensure that we generalize RIDE it could also be used in a question, hold up some pictures of animals and ask "which of these animals can we RIDE"? Show pictures of a horse, donkey, camel, elephant, mule and ostrich (of which all can be ridden) and cat, dog, turtle, fish, rabbit and squirrel that can NOT be ridden, also a great activity for NOT.
right	Direct another person to complete a puzzle by holding a puzzle piece over the matching or non-matching slot, is it the RIGHT one? This word can be elicited in contrast with the word DON'T. You might also play a similar game with dress up clothing and weather scenes. Use felt or magnet props showing a rain storm or a sunny day, then dress a doll or bear with a variety of accessories you pull from a bag. Put a bathing suit on the bear when the weather is snowy. Have the child tell you if it is RIGHT? Or maybe they tell you DON'T! If the child wants to be silly and give a stuffed bear sunglasses to wear in the rain that is quite alright! The idea is that they are controlling the play with their words.

say	Use pretend phones, voice recorders, or touch tablet apps that can record sound. These are always good props to use for eliciting the word SAY. Does the child have something they would like to SAY into the phone? Would they like to use their device to SAY something into a microphone? Maybe you have something to SAY using a paper towel tube positioned near their ear? The child can direct you to SAY something into the tube. Make a silly game out of asking puppets to SAY their name to the child. Use SAY just like you use the word READ and have the child direct you to recite a poem or story for them to hear. Pair the word SAY with other words when they are ready, such as "SAY fast, SAY slow, SAY hello, SAY again".
she	The subject pronoun "she" can be taught in the context of answering wh-questions and paired with "he". For example, children gather in a circle. A favorite toy or object is hidden behind someone. The child who is "it" answers the question "Who has the ___?" Answer "She does." It can also be paired with "he" if there are boys and girls in the circle. Playing the favorite child rhyme "Who took the cookie from the cookie jar?" Answer "She did." Or "He did." The child can use the subject pronouns "she" and "he" to direct activities by telling who is next during a game playing activity "Whose goes next?" Answer "She does." Or "He does."
sleep	Play a silly game where the child is able to put anyone to SLEEP simply by using the word. Tell Mom and Dad or brother or sister to pretend to instantly fall asleep when the child selects SLEEP. Use props such as favorite stuffed animals or puppets and make them dramatically fall asleep and start snoring! Turn off the lights and get out a blanket.
slow	Many things can be controlled with the word SLOW, especially when taught in contrast to the word FAST. Take a short walk or find an adapted swing and have the child tell you if they'd like a SLOW push or a FAST push. Sing a favorite nursery rhyme and allow the child to control whether you will sing it at a SLOW speed or a FAST speed, which always elicits giggles. Feed a puppet. If the puppet is hungry he will want his food FAST, but what happens if the child picks SLOW? The puppet gets mad! Many toys can be set to move FAST, especially toy cars, motorcycles, spinners or a jack in the box. Have the child tell you or a friend to do something FAST (jumping, feeding a puppet, singing a song, etc). Offer contrasted choices with the word SLOW.
some	The word SOME can be taught in contrast to the word ALL. If the child is requesting a snack or drink, this would be a good time to introduce these words and allow the child an opportunity to tell you if they'd like ALL or SOME. Practice giving them control of a picture or art/craft activity that a peer is helping them complete (i.e. Should we color ALL of the balloons blue or just SOME of them? Should we stack ALL of the blocks on top of this one or just SOME of them?) Would they like ALL of the song or just SOME?
Stop/go	Use simple start/stop activities. Choose an entertaining toy, song, or video and allow the child to experience what happens when they select the words GO vs. STOP. Use favorite sensory experiences such as being tickled or having a soft fabric or favorite texture rubbed against their skin. Use the word GO to have the child direct a peer or sibling to start drawing a line across a dry erase board, push cars down a ramp, or to push the child in their wheel chair for a quick walk down the hall. Line up animals on their tray and have them race each other. Start moving an animal when the child selects GO and don't STOP until the child selects STOP. Give each animal a turn and see which one wins the race!
talk	Puppets, dolls, and play phones are all good props to use for targeting the word TALK. Have the child tell a puppet when it can TALK, and have the puppet say very silly things. Use two dolls and have them TALK and make conversation. Hold a toy phone up to the child's ear that says something when they choose the word TALK.

that	Use THAT when giving choices. Do you want this or THAT? You can also use in conjunction with GET and a gesture, GET THAT. Place items up high or inside a clear box and have the child use THAT paired with their eye gaze to look at an item and indicate they want the item.
the	THE wheels on THE bus, Ring around THE Rosie, would you like THE ball or THE bubbles? Would you like to sit on THE carpet or THE bean bag?
there	Let the child use THERE to direct you. Ask where they want you to put an object, you can move the item to different locations and have them tell you THERE when it's where they want it. When playing with cars, you can push them in different directions and let the child gesture where to go. Push it over THERE. There is a fun I Spy type card game called "Spot It" that you can adapt for various ages: race to see who can find certain objects on the game pieces and say THERE first! This could be used with "I Spy" or "Where's Waldo?" books as well.
they	The word THEY is best introduced using other pronouns. Collect a group of Little People or small dolls (include at least one boy and one girl) and some small props like a car or house. The student can then direct a small story or movie, using pronouns to tell the dolls where to go and what to do. Examples may include: "THEY go outside", "SHE falls down", "HE laughs", "THEY fight", "THEY make up". The child may also use these words in a Simon Says game with other students. Examples could be: "THEY jump up", "SHE sits down", "He runs", "THEY turn around", etc.
think	If the child is pairing words together you might encourage them to use THINK to express an opinion by asking what they "THINK" about something. For example, ask them what they THINK of a certain flavor, an outfit, or a story you have read together. Help them practice putting short phrases together such as "THINK good, THINK bad, THINK right".
time	Use a sand timer, very visible, to show how time goes by. Having one that has a stand that allows for the sand glass to be turned repeatedly would allow this student an opportunity to change it themselves, with adaptive equipment as needed. Use a clock with adjustable hands to talk about the time to get up, time to eat, time to go to school, time to go home, time to go to bed. Use the concept of "remember the time we ___?", to talk about time in past tense.
to	TO is generally used within short phrases that include verbs, such as "I want TO go" or "I want TO eat". If your child is not yet ready for pairing phrases together, you can still help them to understand and recognize the word TO in other ways. For example, if your child selects the word TO while exploring this block, you might respond by saying "Do you want TO do something with me? What do you want TO do? Where would you like TO go? Be silly and sing "Happy Birthday TO you!", then pretend TO eat cake!
turn	If the child enjoys books, you might try reading a few pages and allow them to direct you to TURN the next page to hear more of the story. They might like to be TURNED around in their wheel chair, or perhaps they might like a TURN to interact with a toy with which you or another child has been playing. Many toys have parts and pieces that need TURNED and this may be challenging for the child to do with their own hands. Have them direct another person to TURN the crank of a jack-in-the box, or TURN the dial to make something start. Take a walk or go on a special treasure hunt using the hallways at school. Stop when you reach a TURN. Wait until the child uses the word TURN and then TURN their wheel chair to keep walking!. TURN is a word that can be elicited in a wide variety of early learning activities. If the child enjoys books, you might offer a few pages and allow them to direct you to TURN the page to hear more. They might like to be TURNED around in their wheel chair, or perhaps they might like a TURN to interact with a toy with which you or another child has been playing. Many toys have parts and pieces that need TURNED and this may be challenging for the child to do with their own hands. Have them direct another to TURN the crank of a jack-in-the box for example.

want	WANT can be used for just about any request, during any motivating activity. Arrange for enjoyable toys, foods or activities to be offered and encourage use of the word WANT as a way to request the item. WANT is also easily paired with other core words such as WANT that, WANT eat, WANT drink, don't WANT, etc.
was	WAS is the past tense version of the word "be", and is generally paired with the pronouns I, he, she, and it. Although it is not generally used alone as a single word, if your child is still working at the exploration or single word level and chooses the word WAS, be prepared to provide them an opportunity to hear the word repeated in a fun song or a sentence. For example, "There WAS an Old Lady Who Swallowed a Fly" would be a great choice. If you can't sing the song yourself, search the internet or the YouTube website as there are many videos already made that you could watch together.
watch	Find a favorite cartoon clip or music video and allow the child to request this item using the word WATCH. Find out what interests this child, and search that topic on YouTube. Videos exist for just about everything! Consider roller coasters, dinosaurs, kitty cats, or cars to name a few. Ask the child to tell you which one they want to WATCH. Consider using liquid motion toys or old fashioned spinners and have the child request to WATCH them as you turn them over and over in their field of view.
we	Use in conjunction with I and YOU. I am playing with toy, YOU are playing with toy, WE are playing with the toy. This can be a good sharing lesson with highly motivating activities such as playing with a tablet. Use the camera on a tablet or computer and take pictures of you and the child independently and together, then talk about each picture: I am frowning, You are smiling, WE are laughing, etc.
wear	Dress up can be fun for boys and girls. Especially when the adult is the one dressing up!! Allow the child to dress you up by telling you which clothes to wear. Combine "wear" with color words and clothing words to expand vocabulary. However, rather than programming for every piece of clothing, use "wear that" or "wear those" and have the child look at the item when you don't have a specific word. Don't be afraid to dress up the whole family and teach words such as "mom wear," "dad wear," and "dog wear"! Allow the child to pick their clothes for the day by saying "wear that" or "wear red shirt." If you don't have a lot of dress up clothes, you can find many apps and websites that allow you to dress up different characters. You can also go through magazines and say "would wear" or "wouldn't wear" to comment on the different styles.
were	WERE is another past tense version of the word "be", and is generally paired with the pronouns you, we, and they. Although it is not generally used alone as a single word, if your child is still working at the exploration or single word level and chooses the word WERE, be prepared to provide them an opportunity to hear the word repeated in a fun song or a sentence. For example if the child selects the word WERE, you might play the "If we WERE game" which goes something like this: "If we WERE.....elephants, dogs, horses, etc what would we do?" Act out how you might look if you WERE walking around like an elephant. Invite peers and siblings to join in and pretend too. Because acting out the motions may be too challenging for the child using the device, include them in this activity by holding up two pictures or objects and allow them to choose by looking at the card or object they want everyone to pretend to be during the "If you WERE" game. Look up songs online that also follow this theme, such as the "If I Were an Apple" or "If I Were a Butterfly" songs and allow them to watch.

what	Begin eliciting questions with just one word (WHAT?) Place interesting objects inside of a box and shake the box. Encourage use of the word WHAT and then open the box and show the child WHAT is inside! You might also hide objects under blankets or papers, inside of sand tables or ball pits. If you need to grab the child's attention, allow a little bit of the object to show or peek through. Again, encourage the child to ask WHA T and then show them the hidden toy or object. Allow them some time to touch and play with what they've found. Consider word pairs such as WHAT THAT? or WHAT IN?
work	During pretend play, a doll or a child can "go to WORK". While doing an activity, let the child pick who does each step. Does child do WORK or does teacher do WORK? If a child has challenges completing an activity, teach them to protest appropriately with "no WORK", "stop WORK", or "don't want WORK". Virtually any toy or electronic can be made to WORK as in "Ok, let's get it to WORK". Be goofy and pretend that the toy doesn't WORK and that you can't get it to WORK...and then let your student blow on the toy or close his or her eyes to magically make it WORK again (then see if the magic works with another toy). Pull out a drawing, coloring or arts and crafts activity if the word WORK has been selected and say "Ok, Let's get to WORK on this" or choose parts of the drawing (the face's smile or nose, the dogs tail or legs, etc) to start WORKING on together. Play the song "We can WORK it Out" by the Beatles.
you	A device may not always contain names of peers or other people in the person's life so teaching that person to say "you" on the device and then LOOK or POINT directly at the person they are referring to can provide an alternative to calling them by name. You can practice this by playing a game where the person has to indicate whose turn is next by saying "you" and then LOOKING at or POINTING to the referent. You can also practice "you" by contrasting it with "me" or other pronouns like "him" or "her" in an activity where you ask silly questions like, "Who has the goofiest laugh?" This can be fun and motivating because the person gets to comment and direct.

'Just More' Level Activity Plan

Name: _____

Date: _____

List activities below to be used to target use of the word MORE:

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Activity 1: _____

Activity 2: _____

Activity 3: _____



Response to Activity 1: _____

Response to Activity 2: _____

Response to Activity 3: _____

Cornerstones Level Activity Plan

Name: _____

Date: _____

Today's Activity: _____

Circle words below to be targeted during today's activity.

More	Stop	Go	Hello
Mine	Play	On	Turn

Response to Activity: _____

JAM! Level Activity Plan

Can also be used with PrePathway, Pathway & PreJam

Page | Name: _____

Date: _____

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Today's Activity: _____

Circle words below to be targeted during today's activity.

ME	CLEAR	SPEAK	SPELL	SOME	SAY	FIND	END	TALK	LIVE	WEAR	
MORE	COLOR	ALL	STOP	WANT	FEEL	GO	DRINK	EAT	HELLO	PLEASE	IN
YES	NUMBERS	NO	LOOK	DO	THINK	BIG	NEW	LITTLE	WHAT	THAT	AND
GOOD	HELP	BAD	FAST	WORK	SLOW	NEED	HAVE	LOVE	THERE	a	-S
MINE	I	YOU	PLAY	WATCH	COME	ON	TO	OFF	TURN	READ	LIKE
MY	IT	WE	DON'T	I DON'T KNOW	FOLLOW	THE	IS	WAS	TIME	GET	MAKE
THEY	HE	SHE	OUT	PUT	HEAR	ARE	AN	WERE	RIGHT	SLEEP	RIDE

Response to Activity: _____

My Categories Vocabulary Planning Worksheet: Under each category, list extended vocabulary unique to the individual. Remember that these categories are permanent fixtures in the CoreScanner progression. Once a word is learned it should not be taken away or its location changed.

	(more) 	(all) 	(help) 	(want) 	(go) 	(drink) 	(eat) 
	(my music) 	(my family) 	(my health) 	(my things) 	(my places) 	(my drinks) 	(my snacks) 
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							

My Categories Vocabulary Planning Worksheet: Under each category, list extended vocabulary unique to the individual. Remember that these categories are permanent fixtures in the CoreScanner progression. Once a word is learned it should not be taken away or its location changed.

	(please) 	(play) 	(watch) 	(come) 	(follow) 	(read) 	*(me) 
	(my social) 	(my toys) 	(my tv) 	(my animals) 	(my people) 	(my books) 	(about me) 
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							

Strategies Opposing Stagnation (S.O.S.)
fundamentals for early teaching in AAC

by Jennifer Monahan, M.A., CCC-SLP

Page | 23 **Accept Mis-Hits:** Provide positive reinforcement for any word choices made when new vocabulary is first revealed, WHETHER DEEMED INTENTIONAL OR NOT. “You said READ. Let’s read a book.” (see additional suggestions on back side of this handout)

Include CORE Words: Encourage vocabulary targets that are frequently used in our language (more, stop, go) in addition to FRINGE vocabulary targets (pretzel, ball, bubbles).

Communication before Compliance: Exploring words should be FUN and POWERFUL for the user. They need to experience what happens when they use a word to communicate with you BEFORE they will buy into the use of the device for other reasons.

“tell me how many pretzels you want”
vs.
“show me the number two”

Consider normal language development

- Single words first
- Then 2-3 part phrases
- Eventually a sentence

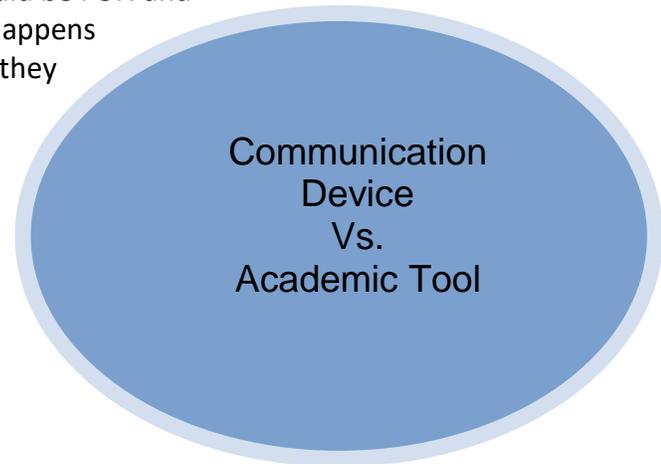
Structure the environment to promote communication: Children need a reason to communicate. Choose fun activities based on the child’s interests that offer opportunities for communicative exchanges beyond choice making. Give them control, often.

Avoid yes/no questions at first: This often creates dependence on others and may actually be more challenging than learning to use a small set of core words.

Teach before you Test: Help your users become overly familiar with their boards before expecting them to navigate independently. Use modeling as a primary AAC Intervention.

More Vocabulary Sooner: Consider providing MORE vocabulary targets on a single screen, not less vocabulary on several screens. Providing less vocabulary and larger key sizes will eventually require more navigation and sequencing for a user to reach his or her words.

Aided Language Stimulation: This refers to the act of an adult pointing to icons on a language board while speaking the word OR activating icons on a device. This allows both communication partners to be giving and receiving language input. This stimulation will aid your student’s ability to understand and generate language.



“Any Word Works”

Ideas for accepting and shaping first word choices

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-Begin by knowing the words on your user’s board, knowing what those words can do for them, and then reacting naturally to the use of those words even if unintentional. (i.e. You said GO. Time to make my car GO GO GO!)

Suggested App for Pairing: “Language Lab: Core Words” by PRC

- As the user starts selecting words, you write them down, even if unintentional. Use dry erase boards, chalk boards, smart boards, tablets, etc. to make it exciting. Create a silly sentence or story using their word or words. Give the child ownership of the story (i.e. “This story was made with Lucy’s words!”)

Suggested App for Pairing: “Sparkle Fish” by Whosagoodboy Partners

-Incorporate “talk back” toys and apps. The user says something with their device, then a parrot toy or app repeats it back to them in a funny voice.

Suggested App for Pairing: “Talking Ben the Dog” by Out Fit 7, Ltd.

-Sing. After the user picks a word, you sing a song with it “come come bo bum banana bana fo fum, me my mo mum. Come.” Even better, use some gestures while you sing that match the word they picked. If they pick “COME” then make a stuffed animal come towards them or move your body to come towards them yourself while you sing that word.

Suggested App for Pairing: “Songify” by Khush, Inc.

-Google images for words that are chosen by the user. If the user selects the word “PLAY”, do a Google image search and see what images you can find. Take the time to talk about the pictures you find. Laugh, giggle, and make comments as you look at the images together. Explore the word’s meanings without pressuring the user to identify or describe what they see.

*Suggested App for Pairing: “Google Search” by Google, Inc.
(try using the voice search feature)*

remember

“Any Word Works”