

Strategy of the Month

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. First of all, the student needs to be able to access their system effectively, and thus the student may need as little as an increased dwell time adjustment to decrease inadvertent activations to needing switch or eye gaze access due to physical and orthopedic impairments. (These decisions are almost always made prior to ordering or determining the system, but if not, please consult with an OT or PT should you need further support or input).

Secondly, the appearance of the device may be more vital due to persons with visual challenges, (with the individual needing a smaller field size, larger symbols, or even high contrast symbols). (School districts often have access to teachers of the visually impaired and can assist with such decisions and help with design). Additionally, some individuals relate to color coding, (as found with the Fitzgerald Key approach). The symbol set, (representing the vocabulary is vital for the student and the team) and student preference needs to be considered.

Next, is the selection of the 'voice' output. Does the student relate to digitized, (recorded human voice) or synthesized speech. This can be critical and it is important that individuals choose and feel comfortable with their selected voice as it will be something that is deeply personal, and that they can identify with and be identified by, (when someone hears them speak with their system).

Finally, adding vocabulary and personalizing the content, (without changing the core and the motor planning aspects in the design) is important in order for Individuals to be able to share vital information about their name, address and other biographical information, and in addition, to be able to ask for specific

foods, activities and places, (for starters) so that they can experience the power in communicating and having more control over their own lives. The need for personalizing the individuals' AAC system is ongoing as people's needs, interests, skills and information change over time.

Please find the following additional resources on personalizing and individualizing a student's device below. These resources will be helpful for individual learning and/or for team training.

RESOURCES

- **The importance of customization**

<http://www.discoveraac.org/practicing-aac/customizing-how-tos/> from Discover AAC website courtesy of By Ajit Narayanan

- Courtesy of PrAACtical AAC: [Video of the Week: Personalizing Core Vocabulary Systems](https://practicalaac.org/tag/individualize/) <https://practicalaac.org/tag/individualize/> (handouts are available here) Courtesy of PrAACtical AAC by Kelly Key and Deidre Dobbels (AAC in the Cloud 2019)

Direct Link to Video – <https://www.youtube.com/watch?v=PtPljFiSK8c>

- **Personalizing your AAC system and vocabulary by AssistiveWare**

<https://www.assistiveware.com/learn-aac/personalize-vocabulary-and-system>

CORE WORD: **Your**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

ASK QUESTION (e.g. **your** name?)

COMPLEMENT (e.g. **your** shoes are cool)

DIRECT ACTION (e.g. **your** turn)

SHARE INFORMATION (e.g. **your** shoe is untied)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can use '**your**' during snack time to ask their friends about the food they have (e.g. '**your** snack good?')

Circle: Students and adults can use '**your**' during circle time to indicate whose turn it is (e.g. your turn)

Arrival: During arrival at school, both adults and students can use "**your**" to express excitement when the student has arrived (e.g. '**your** smile just made my day! Come on in')

PLAY

Toys and Games: Adults and students can use **your** to take turns with games and toys (e.g. '**your** turn'). Taking turns is hard when you are playing with **your** favorite toy!

Recess: During recess, students and adults can use '**your**' to practice taking turns on the playground. For example, if one student is playing with a basketball they can use '**your**' to let their friend know they are going to pass the ball to them (e.g. '**your** turn').

READING

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

[Words and Your Heart by Kate Jane Neil courtesy of Read Aloud for Kids](#)

[Eat Your Peas by Kes Gray Courtesy of Red Apple Reading](#)

[Wash Your Hands by Tony Ross courtesy of Lights Down Reading](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use 'your' to ask friends what their name is (e.g. '**your** name?'). Students and adults can also use 'your' while practicing taking turns. Students can also use 'your' to ask their friend what they want to do (e.g. 'what's **your** favorite game?')

SENSORY MOTOR

Students and adults can practice using the word '**your**' while handing objects to their friends. For example, students can say '**your** book' or '**your** toy' while giving their friends an object.

For example, students can practice rolling a car back and forth to their friends and say, '**your** turn', adults can support the turn taking process and communication exchange as needed.

VIDEOS, MUSIC, ANIMATED SHORTS

[Your Smile – courtesy of Josh Turner](#)

[Wait Your Turn | courtesy of CoComelon Nursery Rhymes & Kids Songs](#)

STRUCTURED ACTIVITIES

Adults can explicitly teach the meaning of the word '**your**' by explaining to students that '**your**' means something belongs to or is associated with the person that the speaker is talking to.

ART OR SCIENCE ACTIVITIES

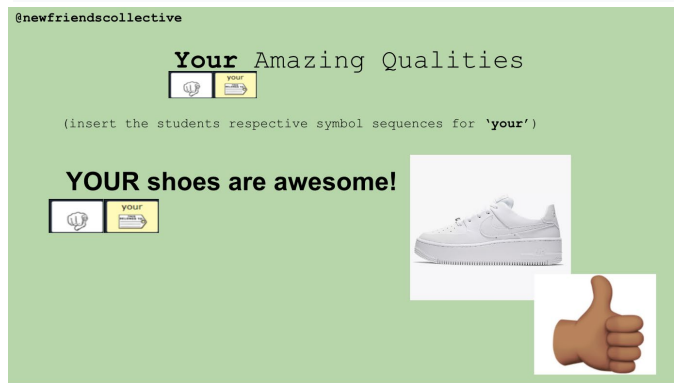
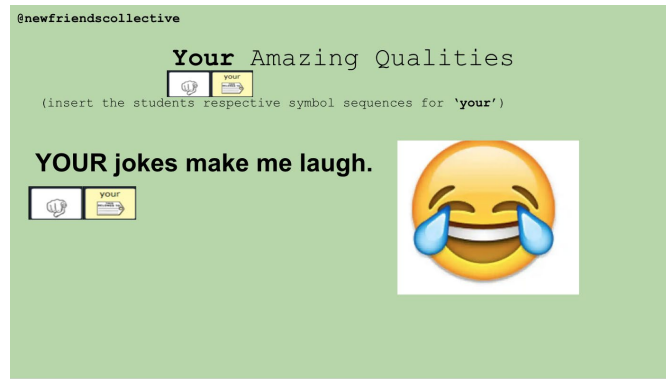
Your Smile Lights Up My World: Adults and students can practice complementing a friend or family member by creating an art project titled '**your** Smile Lights Up My World'. Students can give this to their friend as a gift if they feel inclined to do so.

Here is an example below:



USE OF APPS OR OTHER TECHNOLOGY

Your Amazing Qualities: Using Pictello or PowerPoint (or any other story generating app) students and adults can create a '**your**' affirmation book for a friend. This book can be a gift to a friend! Here is an example of some pages below:



WORD WALL: Create a WordWall and add **'your'** 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 on Instagram [@newfriendscollective](https://www.instagram.com/newfriendscollective).

Thank you!

CORE WORD: **Get**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

ASK QUESTION (e.g. **get** me that?)

DIRECT ACTION (e.g. **get** me the teacher)

ASK FOR HELP (e.g. **get** me a band aid)

SHARE INFORMATION (e.g. I want to **get** a prize)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can use '**get**' during snack time to indicate that they need an adult to help them **get** them something (e.g. '**get** me water').

Circle: Students and adults can use '**get**' during circle time to indicate that they need an object (e.g. '**get** me puppet').

Arrival: During arrival, students can use '**get**' to indicate that they need to **get** their school supplies out of their cubby, or **get** some things from their backpack before they hang it up (e.g. '**get** my water bottle').

PLAY

Toys and Games: During imaginative play, adults and students can use '**get**' while playing dress up (e.g. '**get** the crown'). Additionally, students can use '**get**'

to indicate that they want to play with a toy that is out of reach or put away (e.g. 'get that').

Recess: During recess, students and adults can use 'get' to indicate that they need help if a friend is hurt (e.g. 'get help'). Students can also use 'get' to indicate that they need someone to get a ball off of the roof - this happens quite often!

READING

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

[What Pet Should I Get by Dr. Seuss](#) courtesy of Little Cozy Nook

[Living Books The Berenstain Bears Get in a Fight \(Read to Me\)](#) courtesy of Fun and Gamz Network

[Usborne Farmyard Tales | Pig Gets Lost | The Hungry Donkey | Children's book reading](#) courtesy of Bedtime Stories

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can set up a pretend restaurant so students can practice using 'get'. Adults can assign some students to be the waitresses and waiters and these students can ask their friends who are 'dining' if they can get them anything such as a cup of water or some goldfish (e.g. 'get you anything?'). Students can switch who is a waitress/waiter and adults can support the communication as needed.

SENSORY MOTOR

Students can become magicians and use 'get' to grab items out of a hat (or pillowcase) just like magicians do! Adults can put objects in a hat and students can use 'get' to indicate that they wish to get something from the hat (e.g. a block, bubbles, sunglasses, etc.)

VIDEOS, MUSIC, ANIMATED SHORTS

[Getting Along With Siblings: A Social Story](#) Courtesy of Mark Hutten M.A.

[Lil Elt - Get The Gat \(Official Radio Version\)](#) courtesy of Lil Elt

[Kidz Bop Kids: Get the Party Started](#) courtesy of Kidz Bop

[KIDZ BOP Kids - The Git Up \(Dance Along\) \[KIDZ BOP 40\]](#) courtesy of Kidz Bop

STRUCTURED ACTIVITIES

Get Scavenger Hunt: Adults can highlight the meaning of the core word '**get**' by hiding objects all around the classroom or school (e.g. easter eggs, racecars, dolls). Adults can prompt students to '**get**' a car, or an easter egg. Students can also tell each other to '**get**' an item of their choice. Here's an example of a checklist that can be used during this activity:

@newfriendscollective

GET That!

Scavenger Hunt

	Got it!	Didn't get it	
 Get that race car!		<input type="checkbox"/>	Adults can help students place an icon for 'get' on the items they got! Students can also color in the boxes.
 Get that baby doll	<input type="checkbox"/>	<input type="checkbox"/>	
 Get that easter egg		<input type="checkbox"/>	
 Get that basketball		<input type="checkbox"/>	

Hint: Take pictures of the students doing this and create a book! More details below in the 'Use of Other Apps or Technology' section.

ART OR SCIENCE ACTIVITIES

@newfriendscollective

When I GET Older

By: Alisa Lego
(Insert students name)

	I want to get a muscle car.			I want to get a piano.	
	I want to get a pet bunny.			I want to get a private jet and fly everywhere!	

When I Get Older Art Project: Students can create a 'dream board' about what they want to do when they get older. This can include future jobs, future cars, or future vacations they want to go on.

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello*, or any other story generating app, create a “**get**” story for the student(s). Adults can take pictures of the students doing the above activities and, on each page, write a sentence “**get** _____”. If possible, include the icon sequence for “**get**” to make modeling easier for all communication partners, and so the child can visually see their system's representation of **get** in their story! Read the story with the students.

WORD WALL: Create a WordWall and add ‘**get**’ 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 on Instagram [@newfriendscollective](#). Thank you!

Core word: **Look**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

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WAYS WE CAN USE THE WORD

DESCRIBE (e.g. You **look** happy, looks hard, look good, etc.)

GAIN ATTENTION (e.g. **Look** at me!)

DIRECT ATTENTION (e.g. **Look** there, **look** here, **look** away, don't **look**, look for...)

COMMENT/PRAISE (e.g. **Look** at that nice work!)

ASK A QUESTION (e.g. Are you **looking**? Can you **look**? How do I **look**?)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can model "Let's **look** and see what snacks we can have today" or "I need to look for..." If working from a recipe, have students help to look for ingredients or items needed to complete each step (e.g. We need a cup of milk. Where should I look for milk, in the sink or in the fridge? I'll look...")

Circle: Students can **look** out the window to see the weather and report to the class.

Adults can ask a question of the day like: Are you wearing blue (green/purple/etc., short sleeves/jeans/etc.), clothing with an animal/letter/number on it? Adults can have students look at their clothing and report to the class.

Bathroom: Adults can prompt students to **look** in the mirror to see if they have food on their face, need to brush their hair, etc. Adults can also ask, “How do you look?” or comment “You look...”

PLAY

Toys and Games: Students can pretend to go grocery shopping. They can **look** at their list and find the items that match. Adults can help by asking, “What are you looking for?”

Students can play a matching/memory game where the goal is to look for two of the same card or items. Adults can model/prompt, “Look for same” and can comment or ask, “look same” or “look different.”

Dress-up: Students can dress up in different clothes, then ask, “How do I look?” or direct others to “Look at me!” Adults can comment, “You look...”

Recess

Before going out to recess, students can look to see what the weather is like and if they need coats, hats, etc.

Students can look up in the sky at the clouds and look for animals or shapes, look up at birds,

Students and adults can play hide and seek, taking turns looking for each other. Model “I’m going to look on the slide,” “Let me look under the bench to see if I can find anyone!”

READING

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

[Where Are You by Sarah Williamson, courtesy of The Story Time Family](#)

<https://www.youtube.com/watch?v=34UihBwASD8>

[The Looking Book by P.K. Hallinan, courtesy of Going Bananas with Ms. Hanna](#)
<https://www.youtube.com/watch?v=Pqvx-HD5Cm0>

I Spy books or Where's Waldo books or pages would be a great way to practice how to look for something.

Download these free Look sight word readers--featuring animals, transportation, and emotions--to practice reading and using the word look. With the predictable format of each page, students can use their AAC devices to help read the story aloud. Courtesy of Angela from her Teaching Mama blog <https://teachingmama.org/sight-word-readers-word-look/>

SOCIAL INTERACTIONS AND VIDEO MODELING

If students use home/school communication logs, take home folders, Seesaw, or any other method of communicating about the day, adults can model "Let's **look** at what you did in school/at home."

Adults can prompt and reinforce expected behavior by saying, "I am looking for ready hands, calm bodies, raised hands, eyes on me, etc." They can also reinforce attending to instruction, by saying, "I see you looking at me/the paper/the iPad/your work. Nice job!"

For students with attention-seeking behavior, adults can teach "Look at me" as an appropriate way to get attention. When students say, "Look at me," be sure to reinforce the appropriate behavior by looking at them!

SENSORY MOTOR

Adults can tell students, "**Look** what I do.... Now you do it" Complete some sort of motion or exercise, then have the students imitate. Adults can let the student come up with an exercise, with everyone looking at the student to see what to do. Model, "I am looking at you to see what we'll do next." Students can use their own communication method to say, "Look" or "Look me" or "look what I do."

VIDEOS, MUSIC, ANIMATED SHORTS

KIDZ BOP Kids - Look What You Made Me Do (Dance Along), courtesy of KIDZ BOP UK <https://www.youtube.com/watch?v=ySCXZgML7cU>

Look for the Good by Jason Mraz, courtesy of Jason Mraz <https://www.youtube.com/watch?v=2trTOe8YuX0>

[Look Song](https://www.youtube.com/watch?v=vYFPbXb_G3U&feature=emb_logo), courtesy of Have Fun Teaching https://www.youtube.com/watch?v=vYFPbXb_G3U&feature=emb_logo

Look Core Vocabulary Song, courtesy of Speech and Language Songs
https://www.youtube.com/watch?v=0NbuKBF_1mk&feature=emb_logo

Can you find Waldo, courtesy of Peacock, Jr.
<https://www.youtube.com/watch?v=6C2JxxqKrXQ>

STRUCTURED ACTIVITIES

Adults can explicitly teach what it means to look. Adults can close their eyes and have students tell them, "**look!**" Adults can open their eyes and look at the student. Repeat the activity but turn attention away, and when students tell the adult to look, the adult can emphatically turn and look. Adults and students can take turns with each role.

Play a game where you say, "Look at _____," and have students look at different students or adults

Go on a scavenger hunt for fall themed items (leaves, pinecones, acorns). Frequently model what to look for. Use this TpT freebie courtesy of Julie Barello:
<https://www.teacherspayteachers.com/Product/Fall-Scavenger-Hunt-215747>

If walking outside, practice looking both ways before crossing the street.

Students can look through kaleidoscopes.

MATH

Students can complete number identification worksheets and **look** for specific numbers. Use Bingo dabbers or have students color in the number they're looking for. Courtesy of Mrs. Teachergarten on Teachers Pay Teachers
<https://www.teacherspayteachers.com/Product/Monsters-I-Spy-Numbers-0-10-FREE-2164413>

ART OR SCIENCE ACTIVITIES

Students can create their own I Spy page using odds and ends from the classroom or home (feathers, beads, buttons, fabric pieces). Take turns telling others to **look** for certain items.

<https://meaningfulmama.com/diy-i-spy-art-for-kids.html>, courtesy of Jodi from Meaningful Mama.

Use magnifying glasses, binoculars, or microscopes to look at various objects.



USE OF APPS OR OTHER TECHNOLOGY

Monster Hunt - Fun logic game to improve your memory-free app to play memory games. Students can **look** for matches.

Hidden Pictures Puzzle Play: Students can look for objects hidden within the pictures.

Boom Cards:

Core word look/see by Abby Near <https://wow.boomlearning.com/deck/core-word-looksee-w5xvmpfPjoTJn6MDG>

Coreword Look by Speechie_Tin <https://wow.boomlearning.com/deck/coreword-look-2wnTtMiJu7MdSrp5>

Look! I see a by MayraP_TXSLP <https://wow.boomlearning.com/deck/look-i-see-a-ufcT4ZHqk6JyoSF5o>

WORD WALL: Create a WordWall and add 'look' 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.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Beth Kenney @ bkenney@hershey.k12.pa.us. Beth is a special education teacher in an elementary classroom serving students with autism and other complex communication needs. A focal point of instruction is functional language and communication to allow students to be as independent as possible. Her classroom team uses core vocabulary all day, every day to teach and support their students.

Thank you!

CORE WORD: **Stand**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

GIVE DIRECTIONS (e.g. **stand** there, **stand** up, **stand** on)

EXPRESS OPINION (e.g. where I **stand**, **stand** together)

COMPLAIN (e.g. tired **standing**, can't **stand** [*thing they don't like*])

COMPLIMENT (e.g. her shoes **stand** out, your dance **stand** out)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can take a lunch-time poll on where students **stand** on a topic with two choices (e.g. video games vs. movies)

Adults can give each student a picture of themselves, and a polling sheet (see *example below*). Students can direct a classmate's attention to the polling sheet and ask, "Where you **stand**?". The classmate can put their picture on the side they stand with.

Lunchtime Polling Sheet by Meagan Rose Baron

https://docs.google.com/document/d/1Sg2yDUQO9a0NEOttzFMg7Q_JrLnMa2P-TSQ70nJuCHqE/edit?usp=sharing

Circle:

Students can stand on a special spot for circle time. Adults can change the special spots to go with a theme (e.g. all shapes, all animals, all toys, all nature).

Adults can preview useful themed word for students. Adults can facilitate students finding their assigned spot in the circle, and model that vocabulary word on the student's device. Adults can also model the word for their neighbor's special spot.

Students can tell where they are standing and where their neighbor is standing, (e.g. I **stand** on sun, Sam **stand** on tree).

PLAY

Toys and Games:

Students can play a freeze dance game: one student is the judge, and the other students move around. When the judge says, "**stand** still!", all their classmates stop until the student says "go!". If the judge catches a student moving, they call their friend's name and that person is out. The last person standing still wins.

Adults can model **standing** still (e.g. very upright, stiff, still) and make it look very different from moving around in fun ways (e.g. moving their feet, bending over, laying their head down).

Recess

Students can find the adult who "**stands** out" at recess and tell "Ms. Rose **stands** out" to win a prize.

Adults can dramatically "stand out" by wearing a silly costume, doing a funny activity, or making silly noises on the playground. Adults can direct students away from adults who are doing nothing and direct attention towards the dramatic person.

READING

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

Books on **Standing** out or **standing** for something:

[I Like Me! by Nancy Carlson from YouTube: Lights Down Reading](#)

<https://www.youtube.com/watch?v=VbhUZPA6kwE>

[Get up Stand Up by Cedella Marley from YouTube: Tuff Gong Television](#)

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

Books on not getting up on your feet:

I am Not Getting Up Today by Dr. Seuss from YouTube: Miss Sofie's Story Time- Kids Books Read Aloud. Students can call out “**stand** up!” when the child in the book won't get up.

<https://www.youtube.com/watch?v=X-TII9-RewU>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can notice things about their friends, and give compliments, e.g. “shirt **stands** out.”

Adults can set a fun theme for this activity by asking students to wear their favorite outfit that day. Adults can model with each other: first getting a friend's attention and then complimenting something about them that “**stands** out”.

To support the participation of students with visual impairments, adults can describe their friends' outfits to them so they can make compliments about the outfits.

SENSORY MOTOR

Students can stand and put their feet in/on different surfaces (e.g. balance boards, sand, grass, concrete, carpet) at sensory stations. Adults can introduce the activity a “I **stand** on my feet” and facilitate student exploration with their feet.

Adults can review useful words from WordWall for these activities and have symbols next to each sensory station.

Students can tell how it feels to stand on each surface. Adults can provide sentence starters for each sensory station (e.g. “**Stand** on grass feels...”, “**Stand** on balance board feels...”)

STRUCTURED ACTIVITIES

Students can fill out an activity sheet with words and visuals to define **stand**, describe **stand**, give examples of **stand**, and give non-examples of **stand** (see a sample activity sheet below).

Adults can use student-friendly expectations when explaining the activity (e.g. “I can read **stand**”, “I can tell like stand”, “I can put yes **stand**”, “I can put no **stand**”). Adults can facilitate students finding **stand** on their devices and make useful words and visuals available to complete the activity.

Complete Example for **Stand** by Meagan Rose Baron

https://drive.google.com/file/d/1nS78sVdkXQg20_t4XIG3PB0A9dofxhGe/view?usp=sharing

(free) Blank Frayer Model - Vocabulary Graphic Organizer ELA by The Resourceful Teacher from Teacher Pay Teachers

<https://www.teacherspayteachers.com/Product/Frayer-Model-Vocabulary-Graphic-Organizer-ELA-1411286?st=502226776f789e665b4275c46840a46c>

ART OR SCIENCE ACTIVITIES

Students can build towers out of different objects and see which tower stands the tallest or longest. Students can comment, e.g. “please **stand**” or “help **stand**” as they add more items to their tower, or “oh no!” when towers fall over.

Adults can facilitate adding more things to the top of the tower and model comments that use “stand” or talk about tower standing/not standing.

USE OF APPS OR OTHER TECHNOLOGY

iDo Chores – Daily activities and routine tasks for kids with special needs (Full version) by C.E.T – THE CENTER FOR EDUCATIONAL TECHNOLOGY,
<https://appsto.re/us/kn5l3.i>

Apps for Standing and Waiting:

Autism Play by Joe Scrivens, <https://appsto.re/us/5woQG.i>

Time In Kid by Moving Graphics, <https://itunes.apple.com/us/app/time-in-kid/id1283205523?mt=8>

VIDEOS, MUSIC, ANIMATED SHORTS

Short Films about **Standing** out:

"Alike" by Daniel Martínez Lara & Rafa Cano Méndez from YouTube: CGMeetup

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

Purl by directed by Kristen Lester and produced by Gillian Libbert-Duncan from YouTube: Pixar

<https://www.youtube.com/watch?v=B6uulHpFkuo>

Songs about **Standing** and Moving:

Sit Down Stand Up by Margie La Belle from YouTube: Margie La Belle - Topic

<https://www.youtube.com/watch?v=kGPVWUez62E>

"Move, then, Stay Still" by Mar. Herman. This is a link to lyrics of this Core-Word Friendly 'Free-Dance' with a sample of the song

<https://www.songsforteaching.com/actionparticipation/youngchildren/movethenstaystill.php>

WORD WALL: Create a WordWall and add '**stand**' 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 Meagan Rose Baron @ mbaron@mail.sfsu.edu. I am a masters student studying to become a speech language therapist. I love learning through exploring. I am personally working to promote student confidence by

sharing their work and learning with each other. I hope to put this idea into activities I create.
Thank you!

CORE WORD: **Sing**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

Singing with your student is an excellent way to support language development. Children can learn language through watching, listening and joining in with you. Music and singing helps support a variety of skills such as literacy, phonological awareness, auditory discrimination, vocabulary development, and helps with understanding of expressions. It can also support the development of gross motor skills when the child learns to add the hand/body motions to songs. Establishing music-related connections is extremely beneficial in language development and incorporating the core word 'sing' will be a fun and educational addition to your daily routine.

EXPRESS EMOTION (e.g. "This is a song I like to **sing** when I am happy.")

SHARE INFORMATION (e.g. "I learned a new song at school today. Do you want me to **sing** it for you?")

COLLABORATIVE PLAY (e.g. "Let's have a play concert. You can **sing** and I can play the drums.")

REQUEST (e.g. "Can you **sing** with me, Mommy?")

ROUTINES AND SCHEDULES

Circle: During the morning circle time routine, adults can have a 'word wall' with the core word **sing** hung somewhere accessible in the classroom or home. Students and adults can sing a song as part of the daily circle routine. Adding a regular song to circle time builds schema, establishes predictable routines, and gives practice with singing the lyrics that will help with speech development. Each time singing is incorporated into a routine, adults can model it by referring to the word wall.

Transitions: Adding songs throughout transitions in daily routines can help kids transition between activities with ease. (e.g. "It's time for us to clean up so we can go to lunch, let's **sing** the 'clean up' song to help us get started!").

Another idea for transitioning is incorporating a 'song and movement break' in between academic-related activities. This can help to ensure focus for the next activity and gives an opportunity for students to regulate themselves. (e.g. "It's time to stand up! We can move our bodies and **sing** a song to give our bodies a break from learning.")

Music in the car: Car rides are a great time to **sing** as a family. Having a playlist or album playing in the car can keep the students busy, engaged and learning while the adult is driving. Adults can sing along and take turns singing different parts of the song.

PLAY

Toys and Games: Students can engage in associative play with dolls or stuffed animals by having a concert. One toy can **sing** while the others sit in the audience and watch.

Students can engage in cooperative play by using a toy microphone and taking turns **singing** with each other. Engaging in pretend play with peers is an important skill for children's social, emotional and language development.

[Singing Games Children Love, Volume 3 by Denise Gagne](https://www.teacherspayteachers.com/Product/Singing-Games-Children-Love-Volume-3-4469125?gclid=CjwKCAjwrKr8BRB_EiwA7eFaphSHpGrH1LyBIEU9QggIRdG74VDdK_mZCmA5qU6B9QBSt-bJeks95xBoCcl0QAvD_BwE): A fun and useful resource for adults to get ideas for incorporating **singing** into curriculum and routines. This book has more than 50 singing games targeted for students in grades PreK-Grade 3. There are a variety of singing games and activities that include: warmups and openers, traditional singing games from North America and around the world, original singing games and games for special days. There are clap games, chase games, passing games, guessing games and line games. The games are organized into three sections: Openers and Warmups, Games For Special Days, Games Around the World, and games organized by melodic concept. Click the link below for more information on this product:
https://www.teacherspayteachers.com/Product/Singing-Games-Children-Love-Volume-3-4469125?gclid=CjwKCAjwrKr8BRB_EiwA7eFaphSHpGrH1LyBIEU9QggIRdG74VDdK_mZCmA5qU6B9QBSt-bJeks95xBoCcl0QAvD_BwE

READING

[Pete the Cat: I Love My White Shoes](#) | by Eric Litwin | [Read Aloud by WhiteBoard Entertainment Studios](#)

A story about Pete the Cat who was walking down the street **singing** about his new, white shoes. Along the way, he steps in various things that make his shoes turn different colors, but Pete keeps singing his song and not letting it bother him.
https://www.youtube.com/watch?v=fj_z6zGQVyM

[Dem Bones](#) | by Bob Barner | [Read Aloud by StoryTime Read Aloud 4u](#)

A skeleton-themed book for **singing** along to learn about the different bones in our bodies. This book is influenced from a well-known African American traditional spiritual song called "Dem Dry Bones".
<https://www.youtube.com/watch?v=CAOX86baSlk>

[We All Sing with the Same Voice](#) | by J. Phillip Miller | [Read Aloud by Kara Becker](#)

Influenced by the song that was first featured on *Sesame Street*, a joy-filled song that is about children all around the world coming together through **singing**.
<https://www.youtube.com/watch?v=ezAwndQ5FRs>

Singing in the Rain | song by Nacio Herb Brown, art by Tim Hopgood | [Read Aloud by Angelina Jeffery](#)

Book influenced by the song by Nacio Herb Brown “**Singing** in the Rain”. These classic Broadway song lyrics are accompanied by beautiful pictures with children dressed in their rain gear. <https://www.youtube.com/watch?v=mf2s-s--1Xs>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can **sing** along and do the hand motions to the following nursery rhyme videos:

[The Itsy-Bitsy Spider | Nursery Rhymes from Caitie's Classroom](#)

[The Wheels On The Bus | Children Song | Nursery Rhyme song for kids and baby | Patty Shukla](#)

[Boom Chicka Boom | Fun Dance Song for Kids | Brain Breaks | Jack Hartmann](#)

[Baby Shark Dance | Sing and Dance! | @Baby Shark Official | PINKFONG Songs for Children](#)

[Head Shoulders Knees & Toes \(Sing It\) | Super Simple Songs – Kid Songs](#)

SENSORY MOTOR

Incorporating the hand and body movements to the nursery rhymes linked above promotes movement and action to a **singing** routine which helps enhance the experience through kinesthetic learning.

VIDEOS, MUSIC, ANIMATED SHORTS

[Sing](#) | Animated movie trailer | Illumination Entertainment

An animated musical-comedy film that is kid-friendly and enjoyable for all ages. This movie has over 60 songs throughout and is great to **sing** along. The story premise is about a koala who hosts a singing competition for other anthropomorphic animals to enter in efforts of saving the theater he owns. A cute story with great songs throughout.

https://www.youtube.com/watch?v=9qPgK_u4vX8

STRUCTURED ACTIVITIES

Adults can have a music wall in the home or classroom that contains removable, Velcro icons of all the favorite musical soundtracks or albums. Some other icons could be associated that will allow the student to comment. There can be a sentence strip at the bottom of the board that says "I can **sing** ____ (e.g. *Moana*)! This music is ____ (e.g. silly). I feel ____ (e.g. happy)". Students can request to play certain songs or albums throughout other daily routines by removing an icon from the board and presenting it to adults or adding it to a visual schedule. For example, students can request to play the *Moana* soundtrack during snack time using icons. After snack time, students can comment on the music using the icons. Some soundtrack movie ideas: *Frozen*, *Moana*, *Trolls*, *Sing*, *Lion King*, *Mulan*, *Tarzan*.

Adults can use songs that tie to the student's academic curriculum. This is a useful way to support learning of new concepts and incorporates multiple modalities of learning. (e.g. Sing the "[Days of the Week](#)" song during calendar time) <https://www.youtube.com/watch?v=oKqAblcwFOA>

ART OR SCIENCE ACTIVITIES

Art: Adults can make a coloring worksheet that has fill-in-the-blank sentences at the top of the page saying 'This song makes me feel _____. I look like this when I **sing** it'. Below the sentence, students can draw a picture of themselves singing. After students have time singing their favorite song, they can take some time to reflect how singing makes them feel. Using art to connect emotions helps with language development.

Science: Making "[Singing Phones](#)" out of PVC pipe, PVC pipe elbows, and colorful duct tape. This is a low cost and useful classroom tool for kids to use in music class or at home. Adults can have the students use the phones while they are singing, as it provides auditory feedback which can help with phonological awareness and speech sound development. It can also help students understand the many uses of their voice.



Photo courtesy of Jennifer Hibbard

<https://nafme.org/singing-phones-diy-project-elementary-music-teachers/>

USE OF APPS OR OTHER TECHNOLOGY

Garageband – Apple iOS: A fully equipped music creation station on iPad or iPhone that can incorporate musical instruments and **singing**.

SongPop 2 – Guess That Song – Fresh Planet Music: A free app for teens that plays songs aloud and the user needs to guess the song titles. Students can **sing** along to help remember the song title!

Karaoke – Sing Unlimited Songs – Yokee Music: A free karaoke app that allows students to **sing** karaoke to any song downloaded in the system.

WORD WALL: Create a WordWall and add '**core word in bold**' 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.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Amy Burt @ amyaburt@gmail.com.

Thank you!

CORE WORD: **Need**

For Educators, Related Service Providers and Parents

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

PROVIDE INFORMATION: (e.g. She **needs** a crayon. I **need** my jacket.)

COMMENT: (e.g. That cake **needs** frosting.)

DESCRIBE: (e.g. I **need** a purple pen.)

PROTEST: (e.g. No, I don't **need** more water!)

AFFIRMATION: (e.g. Yes, I **need** that. Yes, he **needs** that to sleep.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can indicate to adults which foods or drinks they **need**. Adults ask the student "Do you need this food/drink?" while offering a specific food or drink. Students can respond "I **need** food" or "I need that drink."

Circle: Adults can create a structured activity where the opportunity to use the word **need** is high. For example, the group can sing the "weather song" listed in below. After the weather song, the adult can state 'it is cold today, what do we need to wear?' The students can then indicate what they need to wear. For example, "I need to wear a jacket." The more repetition, the better. If this is a new concept, visual support for choices for a response is important.

How's the weather | Super Simple Songs

<https://www.youtube.com/watch?v=rD6FRDd9Hew>

PLAY

Toys and Games:

Mr. Potato Head: Build a Potato head with a partner together! Each person can take a turn to attach a body part onto the potato. Before taking a turn, the student must indicate to the adult what they need to build the potato "I **need** an arm."

Dollhouse: Adults can assign each student a doll. The adult can then set aside the dolls clothes in a separate pile. The student can then indicate which clothes they **need** to dress their doll. For example, the teacher can tell the adult "I need the red shirt." This process can continue until the doll is fully dressed.

Recess

Sandbox: Adults can instruct students to describe what they **need** to play with in the sand box by using the core word 'need.' For example, "I needed a shovel to dig the sand" or "I need water to build a moat."

Swings: Students can use the core word '**need**' to give instructions to the adult. For example, "I need to swing higher, I need you to push me faster, I need to slow down." The adult can comply once the student has given the instructions.

READING

Adults can model the word **need** on the student's communication system each time it is read in one of the storybooks listed below. This creates lots of opportunities to practice using this core word. Here are some suggested books on YouTube that can assist in teaching the core word:

I Need My Monster | Storytime at Awnie's House

<https://www.youtube.com/watch?v=yLdd74pGiXQ>

-Adults should talk to students and ask them questions during the story. For

example: “What does the boy need” or “What does the boy not need.”

I Need A Hug - By Aaron Blabey | Storytime Now!

<https://www.youtube.com/watch?v=quOxSWBSyk8>

SOCIAL INTERACTIONS AND VIDEO MODELING

A student’s ability to comment, describe, and share, and take turns can be greatly increased once they learn how to appropriately use the word **need**. Through modeling, this video shows us how the word need can be communicated when a student states that they ‘**need** a break.’ Adults can also model using words to say “I need a break. “Adults may also use nonverbal gestures such as sign language to model the word ‘need.’ By coordinating gestures with words, the student can learn different ways to communicate the word ‘need.’

I need a break | Autmomcolo

<https://www.youtube.com/watch?v=xDYFhrz74ks>

SENSORY MOTOR

Finger painting/ Sponge Painting: Students can create a painting using finger paints, sponges, glitter, and other art supplies. During the creative process, the adults can instruct the students to indicate which materials they want by saying “I **need** _____.” For example, “I need a sponge” or “I need paint.” This will give students the ability to describe what they need and to provide information to the adults

STRUCTURED ACTIVITIES

Adults can create any structured play activity where the students have to take turns. Before taking a turn, the student must declare that it is ‘I **need** a turn’ using their AAC device or other form of communication.

ART OR SCIENCE ACTIVITIES

Turkey Leaf Art

Students can create a turkey using leaves, a turkey body, paint, and markers. During the project the Adult can indicate which materials the student will **need** during the art activity. The adult can then tell the students to indicate which materials they need so that the adult can give them the art materials for their project. The student can indicate this by stating "I need a leaf," or "I need the markers."

<https://www.easypeasyandfun.com/turkey-crafts-for-kids/>



USE OF APPS OR OTHER TECHNOLOGY

The *My Play Home App* gives students the opportunity to describe, protest, or affirm what they want to do in the app. Students can tell the adult "I **need** you to put the red dress on the mom" or "I **need** to give the boy a scoop of green ice cream."

My Play Home App | IOS System

<https://apps.apple.com/us/app/my-playhome/id439628153>

My Play Home App | Android System

https://play.google.com/store/apps/details?id=com.playhome.lite&hl=en_US&gl=US

VIDEOS, MUSIC, ANIMATED SHORTS

Adults can target **need** with any song using pull-off song boards (homemade or purchased). After pulling off each item, encourage students to put them back on where they belong.

Lady Antebellum - Need You Now

<https://www.youtube.com/watch?v=eM213aMKTHg>

I Need Your Love | Calvin Harris

<https://www.youtube.com/watch?v=ZvzwYUz66bo>

WORD WALL: Create a Word Wall and add ‘**need**’ 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.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact [Shanaz Faisal @ sfaisal1@mail.sfsu.edu](mailto:Sfaisal1@mail.sfsu.edu). Shanaz Faisal is a second-year graduate student and candidate for the Master of Science in Speech, Language and Hearing Sciences at San Francisco State University. Shanaz is specializing in AAC through San Francisco State University’s federally funded Project Building Bridges. Through Project Building Bridges, she has joined the [Nika project](#) and is providing resources for individuals with complex communication needs both locally and across the globe.

Thank you!

CORE WORD: **Work**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

COMMENT (e.g. "It **works!**")

DESCRIBE (e.g. "I am **working**", "She is **working**")

LABEL (e.g. "This is **work**")

REFUSE/PROTEST (e.g. "all done **work**", "I am done with **work**")

ROUTINES AND SCHEDULES

Schedule: These days, we are all dealing with lots of change and uncertainty and our students are no exception. The ways we are working are looking a lot different than we are all used to and our schedules can feel very upended. Going over our schedules at the beginning of the day is a great way to help ground ourselves and regain some familiarity. As you go over the class schedule, students can say when it is time for **work**, as well as identify other times (play, snack, etc.)

End of the day: Adults can lead the students through the day's schedule to review what activities the students completed. The students can identify which activities were **work** and which were other things (play, rest, lunch, etc.).

PLAY

Pretend play: So many of our students love to explore professions and occupations during pretend play. This is a great time to describe and comment “I am **work**-ing” while pretending to be various jobs.

Recess

Try setting up a regular statement the class as a whole can say in unison before heading out to recess (e.g.: “**work** is all done, time to play”!)

READING

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

[“Career Day” by Anne Rockwell read aloud by Reading Pioneers Academy.](#) A book that describes a variety of jobs through the perspective of a classroom on career day (great for “he/she is **work**-ing”).

[“Clothesline Clothes to Jobs People Do” by Kathryn Heling and Deborah Hembrook read aloud by Liberate-Ed.](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

For our older, transition-age students (post-high school), many social interactions begin to happen outside of school and in a work/volunteer setting. Prior to heading to their work/volunteer positions for the day, try going through who they might see at work and how they will initiate/maintain social interaction (e.g.: “At **work** today, I will say ‘hi’ to Chris and ask him about his weekend”).

SENSORY MOTOR

Planning with sand is a fantastic sensory activity for many of our students. It is also a great way to play “construction”. Students can pretend to **work** while building structures or moving sand around a sensory sand box.

VIDEOS, MUSIC, ANIMATED SHORTS

[“What Do You Want to Be When You Grow Up” song by Storybots from Netflix Jr.](#)

["Whistle While You Work" song from Snow White and the Seven Dwarfs from Disney.](#)

STRUCTURED ACTIVITIES

Adults can use Google to search for images of city life, either real or animated. Use these images as visual prompts for the students to describe what they are seeing. Much like the reading activities, these can be used to elicit a wide variety of sentence complexity.

Students can describe using the level of language complexity that is appropriate for them and their goals, ranging from simple ("She is **working**") to more complex ("They are **working** on the building").

ART OR SCIENCE ACTIVITIES

Adults can explore different ways to make things or devices "**work**" or "not **work**", such as removing/replacing the batteries in toys that light up or make noise, setting up a simple (or complex!) Rube Goldberg machine to "**work**" or "not **work**", etc. Students can comment "it **works!**" or "not **work**/it does not **work**".

USE OF APPS OR OTHER TECHNOLOGY

Kids Occupations and Professions iPad app by himanshu shah. The app, which is free but has in-app purchases, describes different occupations and jobs that the students can describe and identify as **work**. This app also details what tools and objects different professionals use and "need for **work**".

Planner for iPad is a productivity/organization app that can be used for our older students, especially transition-age students who are going out to jobs or volunteer positions throughout the day. Other apps could also be used, even the default Calendar app, that the student can organize their day and highlight the times for **work**.

WORD WALL: Create a WordWall and add '**work**' 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.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact [Wes Heidenreich @ heidenreichwes2@gmail.com](mailto:Wes.Heidenreich@gmail.com).
Thank you!

Core Word: **Make**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

REQUEST: (e.g., let's **make** more, please, will you **make** it go fast?)

GET HELP: (e.g., help me **make** it)

ASK QUESTION: (e.g., can I **make** this?, what are you **making**?)

ANSWER QUESTION: (e.g., yes, I did **make** cookies, I'm **making** it go up)

DIRECT ACTIONS: (e.g., stop **making** noise)

SHARE INFORMATION: (e.g., I can **make** it, I like to **make** jello)

EXPRESS OPINIONS: (e.g., you **make** yummy bread)

TELL ON SOMEONE: (e.g., she is **making** a mess)

ROUTINES AND SCHEDULES

Break time: Students can **make** a choice of a relaxing activity/chill out space

Snack/mealtimes: Students can **make** a choice of a snack. They can give directions about how to make their meal (e.g., please make me a pizza, make it big, make it hot!, etc.).

Students can **make** cookies. They can direct others and state their preferences by saying, “let’s make cookies, let’s make them chocolate, make the mixer spin, please make them star shapes, etc.”

Circle: Adults can pass out instruments to students. Students can follow such directions as: **make** the music loud, make it soft, make some noise, make more music, make it go fast, make it go slow, etc.

PLAY

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

Toys and Games:

Cars: Students can direct each other to **make** the cars do a variety of actions (e.g., make it stop, make it go, make the car go fast/slow, make it go up, make it go down, etc.)

Legos: Students can **make** a variety of different objects and animals. They can direct each other to make structures of different sizes, shapes, and colors

Playdough: Students can **make** different shapes, objects, people, and animals. They can make them different sizes, and colors in different quantities. They can also make their playdough creations do a variety of actions (e.g., make the ball roll, make the square flat, etc.)

Recess: Students can play together with a ball (e.g., **make** it stop, make it go, make the ball go up, make it go down, make the ball go fast, make it go slow, etc.)

Students can direct each other what to draw with chalk (e.g., **make** a dog, make its tail long, make it brown, make it say “woof!”, make it a house, make it look happy, make it a leash, etc.)

READING

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

[Pigs Make Me Sneeze!](https://www.youtube.com/watch?v=xnAk4JfdX00&feature=emb_logo) | Read Aloud | https://www.youtube.com/watch?v=xnAk4JfdX00&feature=emb_logo by Mo Willems

[A Book of Sleep](https://www.youtube.com/watch?v=GOd7MaQpC20) | Read Aloud | <https://www.youtube.com/watch?v=GOd7MaQpC20> by Il Sung Na

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can **make** silly faces with each other, using mirrors. They can guess what kind of face their peer is making (e.g., you made a happy face!) or direct each other (e.g., make a scary face!)

SENSORY MOTOR

Weather: Students and adults can “**make**” different weathers, using a variety of objects. For example, they can make it sunny (flashlight), make it rain (water in a spray bottle), make it snow (packing peanuts), make it windy (fan), etc.

Water Sensory Tub: Students and adults can use food coloring dye and soap in a small tub to direct each other to **make** bubbles and designs of different sizes (e.g., make a big bubble), colors (e.g., make the water purple), shapes (e.g., make a circle), and quantities (e.g., make lots of bubbles, please)

Students can **make** sensory materials such as clay:

<https://www.youtube.com/watch?v=1jH7qLfUNg>

VIDEOS, MUSIC, ANIMATED SHORTS

Here are a few videos that help to model the core words of the week:

I Can Make a Circle, by Pinkfong! Kids' Songs & Stories

<https://www.youtube.com/watch?v=iMtGFOFX6wo&list=PLUNCfBPg4DP0dOz5qUoZ1U3Ek4iQdg8-s>

We Make, Core Vocabulary Song, by Speech and Language Songs

<https://www.youtube.com/watch?v=Wl-yNBcEDjM&list=PLUNCfBPg4DP0dOz5qUoZ1U3Ek4iQdg8-s&index=2>

Let's Make a Pizza Song, By Maple Leaf Learning

<https://www.youtube.com/watch?v=wkvfztIC2ho&list=PLUNCfBPg4DP0dOz5qUoZ1U3Ek4iQdg8-s&index=6>

Young Adults

Taylor Swift - Look What You Made Me Do

<https://www.youtube.com/watch?v=3tmd-ClpJxA>

Michael Jackson - The Way You Make Me Feel

https://www.youtube.com/watch?v=HzZ_urpj4As

STRUCTURED ACTIVITIES

Using toys, objects, or pictures, students can predict what kind of sound they think an instrument or animal will **make**. For example, they can guess if the animal or instrument will make a sound that is short, long, pretty, high, low, silly, loud, soft, etc.

ART OR SCIENCE ACTIVITIES

Origami: Students can **make** different animals and shapes of different colors and sizes (e.g., make a big blue bird)

Jewelry: Students can **make** beaded jewelry. They can make the jewelry different lengths, colors, etc. Students can ask each other, "who are you making it for?"

Volcano: Adults can facilitate science experiments, such as **making** a volcano: https://www.youtube.com/watch?v=8AqoOOJ3H_I

USE OF APPS OR OTHER TECHNOLOGY

Build a Truck by Duck Duck Moose - Students **make** a truck by choosing the color, design, and accessories

Toca Kitchen Monsters by Toca Boca - Students **make** the monsters different foods. They can make the monsters happy, make them a lot or a little food, make more food, make salty food, make vegetables, etc.

Hair Salon 3 by Toca Boca - Students cut (**making** it long or short), color (e.g., make it rainbow) and style (make it curly, straight) hair.

WORD WALL: Add the word, **make** 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.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet,
please contact Sophie Goodwin, M.S., CCC-SLP @sophieDgoodwin@gmail.com.
Thank you!

CORE WORD: Hurt

For Educators, Related Service Providers and Parents

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

SHARE INFORMATION (e.g. My head **hurts**.)

EXPRESS FEELINGS (e.g. That **hurt** my feelings.)

ANSWER QUESTION (e.g. why do you have a cast? I **hurt** my arm.)

ROUTINES AND SCHEDULES

Circle: Have the school nurse come in and talk to your students about what to do if they get **hurt** at school.

PLAY

Toys and Games

Dramatic Play Doctor's Office – Take turns being the doctor and the **hurt** patient, or use stuffed animals as patients. [Use these free dramatic play props from Preschool Plans](#) on Teachers Pay Teachers.

<https://www.teacherspayteachers.com/Product/Doctors-Office-Dramatic-Play-5061032?st=632bbc47509af2c5c01d226fc67418d6>

Recess

Designate a classroom job as the recess safety helper. This student (with assistance from an adult) can help fellow students who may get **hurt** on the playground.

If social conflicts happen during recess, use it as an opportunity to talk about **hurt** feelings and how words and actions can hurt our friends.

READING

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

When Sophie's Feelings are Really, Really Hurt | Molly Bang | [Read Aloud by Lights Down Reading](#)

Book description via GoodReads: Everyone's feelings get hurt, and it's especially painful in childhood. In this story, Bang's popular character Sophie is hurt when the other children laugh at her and tell her she's wrong. Sophie's face gets hot, and tears begin to flow. Then she questions herself and the value of the choices she's made.

<https://youtu.be/Ygtbtn59oOE>

Franklin Goes to the Hospital | Paulette Bourgeois | [Read Aloud by Mrs. V's Favorite Poems and Stories](#)

Franklin gets hurt in a soccer game and needs surgery to repair his shell. He learns what true bravery is.

<https://youtu.be/W2sz6bvcpOc>

How Do Dinosaurs Stay Safe? | Jane Yolen | [Read Aloud by Ask the Nanny](#)

This book focuses on safety. You can talk about how staying safe means not getting **hurt**.

<https://youtu.be/9SW0JDWnCno>

SOCIAL INTERACTIONS AND VIDEO MODELING

Watch this [social story read aloud "Words Are Not for Hurting"](#) from Reading Brainbow.

<https://youtu.be/E38eXrhCe9o>

Watch this video from Fuzzy Puppet called ["Hitting Hurts! Don't Hit! Educational video for children."](#)

In this educational video for kids, Gergu learns a powerful lesson about why hitting hurts and why you should never hit others.

<https://youtu.be/vZnAIXBJCXw>

SENSORY MOTOR

Introduce a stretching routine. Explain to students the benefits of stretching including how it can help with **hurting** muscles. Try this easy classroom yoga series of 40 kid-friendly chair yoga poses courtesy of Kids Yoga Stories:

<https://www.kidsyogastories.com/chair-yoga-poses/>

VIDEOS, MUSIC, ANIMATED SHORTS

Sesame Street: Sticks and Stones Song | courtesy of Sesame Street | [YouTube video](#)

When you say something mean to somebody it can **hurt** his or her feelings. Be careful with the words you use!

<https://youtu.be/aSc6nc7o8O4>

Doctor Bluey and Nurse Bingo, Hospital | courtesy of Bluey – Official Channel | [YouTube video](#)

Doctor Bluey and Nurse Bingo are here to help the Big Blue Guy with all his aches and pains. Watch to see what **hurts**.

<https://youtu.be/-O8auHk2RTU>

The Professor Gets Hurt | courtesy of The Powerpuff Girls | [YouTube video](#)

The professor has a series of unfortunate accidents and gets **hurt** which lead Blossom, Bubbles, and Buttercup to become a bit concerned for his well-being.

<https://youtu.be/xW82HbY-E9w>

What is Love | courtesy of Haddaway | [YouTube Video](#)

What is Love? Baby Don't **Hurt** Me.

<https://youtu.be/HEXWRTEbj1I>

Here is a second version from the movie *Night at the Roxbury*. Video from [MovieMusicVideoGuy](#)

<https://youtu.be/JRVfysTXhNA>

Everybody Hurts | courtesy of R.E.M. | [Official Music Video](#)

Lyrics include: 'Cause everybody cries / And everybody **hurts** sometimes

https://youtu.be/5rOiW_xY-kc

STRUCTURED ACTIVITIES

This a book companion with activities for the book *Words Are Not for Hurting* from Sunflower Speech on Teachers Pay Teachers

<https://www.teacherspayteachers.com/Product/Words-Are-Not-for-Hurting-Book-Companion-945682?st=405d58f96e3f602cb1d519e4094e0b65>

[AAC Functional Communication – I CAN TELL OTHERS WHERE MY BODY HURTS!](#)

From Tech 'n Talk SLPs on Teachers Pay Teachers. Though this is not a free resource, it is a great structured activity to target the word **hurt**.

<https://www.teacherspayteachers.com/Product/AAC-Functional-Communication-I-CAN-TELL-OTHERS-WHERE-MY-BODY-HURTS-3660927?st=e0bfed4b6ae946bc938774efb272fe0c>

ART OR SCIENCE ACTIVITIES

[Science safety posters from Nitty Gritty Science Jr. on Teachers Pay Teachers](#)

These posters feature Zoey and Sassafras from the book series by Asia Citro. Review each poster and talk about ways to stay safe in the science lab. Talk about how if you don't follow the rules, you could get **hurt**.

<https://www.teacherspayteachers.com/Product/Zoey-and-Sassafras-Science-Safety-Posters-4224278>

[Science Safety Sort](#) From Sarah Ratliff on Teachers Pay Teachers

Students sort actions into categories labeled "safe" and "unsafe."

<https://www.teacherspayteachers.com/Product/Science-Safety-Sort-2099160?st=56ce16b03b8ebfb305080170e43d5236>

Older students, Science

Science Experiment: [Breathing Fire by Sockmonkey Science on Teachers Pay Teachers](#)

Students will solve a mystery to explore lab safety and the physical properties of matter with this fire breathing mystery, demo and activity sheet set.

<https://www.teacherspayteachers.com/Product/Science-Lab-Safety-FREEBIE-First-Day-of-School-Activity-BREATHING-FIRE-MYSTERY-4567001>

Art project: Draw or paint a picture about a time someone hurt your feelings. This can be abstract or maybe a comic strip about what happened. Be creative!

Art study: Learn about Frida Kahlo. After Frida was **hurt** in a car accident, she became a full time painter. [Here is a quick artist biography from Arida's Artists on Teachers Pay Teachers.](#)

Consider one of these Frida-inspired art projects as a follow up activity.

Coloring sheet: <https://www.teacherspayteachers.com/Product/F-is-for-Frida-Kahlo-Coloring-Sheet-Art-History-4315549?st=d3324f5e21bd0beb50d699be40835d64>

How to draw Frida: <https://www.teacherspayteachers.com/Product/FREE-How-to-Guide-to-Drawing-Frida-Kahlo-3907123?st=3e74357fe1c2ee1e4efce40e54c42631>

Frida paper doll: <https://www.teacherspayteachers.com/Product/Frida-Kahlo-paper-doll-5462830?st=3e74357fe1c2ee1e4efce40e54c42631>

Artist Biography: <https://www.teacherspayteachers.com/Product/Frida-Kahlo-Artist-Bio-5263176>

USE OF APPS OR OTHER TECHNOLOGY

Operation Edith | Horizon Productions | [App Store](#)

Fire safety is a serious topic, but that doesn't mean learning about it can't be fun! Join EDITH the Fire Dog in interactive games and activities that teach children about the importance of fire safety and having an Exit Drill In The Home. Use this fun app as a way to talk about how to prevent getting **hurt** in the event of fire.

<https://apps.apple.com/us/app/operation-edith/id1133992377?mt=8>

RED CROSS – Accident prevention and first aid children | Cruz Roja Espanola | [App Store](#)

With this app, girls and boys will learn how to recognize everyday hazards they may come upon in different situations and places (at home, in the car, at the park, the beach, the pool, the countryside, etc.) and what steps to follow to prevent them, how and when to call 911 and how to provide assistance for different types of accidents.

<https://apps.apple.com/us/app/red-cross-accident-prevention-and-first-aid-for-children/id1032660603?mt=8>

Pictello: Adults can utilize the *Pictello* app for writing a group story about “When Your Feelings Get Hurt” and other topics.

WORD WALL: Create a WordWall and add ‘**hurt**’ 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 the word together or type the word on the keyboard. Try the [Wet, Dry, Try Method](#) for a hands on approach.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jordan Stuhltrager @ the.read.with.me.slp@gmail.com
Follow Jordan on Instagram @ **read.with.me.AAC**, on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA and on

Boom Cards @ <https://wow.boomlearning.com/author/read.with.me> Thank you!

Jordan graduated with her Master's in Speech Language Pathology from Teachers College, Columbia University in 2018, and she has been working as an SLP in the San Mateo-Foster City School District ever since. She is a member of the AAC Team and is passionate about serving students in preschool and moderate-severe special education classrooms. Follow her on Instagram @read.with.me.aac, on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA and check out her materials in her Boom Cards store @ <https://wow.boomlearning.com/author/read.with.me>

CORE WORD: **Not**

For Educators, Related Service Providers and Parents

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

ASK QUESTION (e.g. **not** happy?)

DIRECT ACTION (e.g. do **not** do that)

SHARE INFORMATION (e.g. **not** sure)

EXPRESS DISCOMFORT (e.g. **not** okay)

NEGATE (e.g. **not** you)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can use '**not**' during snack time to express that they do **not** want to eat a particular food (e.g. '**not** that')

Circle: Students and adults can use '**not**' during circle time to indicate that they are not ready to share yet (e.g. '**not** me')

Arrival: During arrival, students can use '**not**' during arrival to indicate that they are **not** ready to come in yet and need another hug from their mama!

PLAY

Toys and Games: During imaginative play, adults and students can use '**not**' while playing charades to let others know that whoever guessed did not guess correctly (e.g. **not** that).

Recess: During recess, students and adults can use 'not' to help enforce the school rules in order to keep everyone safe and pain-free (e.g. **not** too fast). Students can also use 'not' to stand up to someone if they aren't being nice to them (e.g. **not** okay).

READING

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

[Read Aloud Wednesday: Not A Stick courtesy of Mike Golczynski](#)

[Not A Box Read Aloud Childrens Books](#)

[I'm Not Sleepy | Read Aloud Flip-Along Book Brightly Storytime](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

SENSORY MOTOR

Students can shake their heads 'no' to add more context to the meaning of the word '**not**', students can also shake their fingers to signify 'no' while adults are saying '**not**' in order to support the meaning of the word. Here are some examples:

[Ben Shaking Head No](#)

[Woman Shaking Finger no no no](#)

VIDEOS, MUSIC, ANIMATED SHORTS

[Hilary Duff - Why Not \(The Lizzie McGuire Movie\) - Official Music Video - HD](#)

[Eminem - Not Afraid \(Lyrics\) - Clean Version](#)

[Female Cartoon Character Says "Not Again"](#)

STRUCTURED ACTIVITIES

Adults can lead a facilitated conversation about what '**not**' means. For example, adults can teach students that when we add '**not**', it makes the word or group of words that follow it negative.

ART OR SCIENCE ACTIVITIES

Do **Not** Give Up Art Project: Adults can help students create a 'do **not** give up' art project with cheerful messages from their other teachers and friends.



USE OF APPS OR OTHER TECHNOLOGY

Pictello: **WORD WALL**: Create a WordWall and add '**not**' 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.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Alisa Lego on Instagram [@newfriendscollective](#). Thank you!

CORE WORD: **Walk**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

ACTION: (e.g. **Walk** towards someone to get their attention.)

PROVIDE INFORMATION: (e.g. Show that you want something by **walking** towards an activity or item.)

EXPRESSION: (e.g. Show that you like someone by **walking** towards them.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can indicate to adults which foods or drinks they prefer by **walking** towards the proffered food/drink when it is presented to them. Adults ask the student "Do you want this?" while offering a specific food or drink. Students can respond by 'walking' towards their preferred food. The adult can model the child's actions on the AAC by saying "You are walking." On their AAC device, the child can indicate the walking action as they are performing it. (e.g. "I am walking to the food.")

Circle: Adults can create a structured activity where the opportunity to use the word **walk** is high. For example, the group can sing "Walking in the Jungle" listed in the videos below. The teacher can model the action 'walk' to the students and then tell the students to follow along. The students can also use the word

'walk' on their AAC device while modeling these actions. The more repetition, the better. If this is a new concept, visual support for choices for a response is important.

Walking in The Jungle | courtesy of Super Simple Songs

<https://www.youtube.com/watch?v=GoSq-yZcJ-4>

Walking Through the Jungle | courtesy of Barefoot Books Singalong

<https://www.youtube.com/watch?v=plvY0quSyJg>

Walking Song | courtesy of Have fun teaching

<https://www.youtube.com/watch?v=NU1W1HdfavI>

PLAY

Dolls: The adult can model '**walk**' by using the word walk on the AAC device or saying the word 'walk' out loud while simultaneously moving the legs on the dolls in a motion that indicates walking. The adult can then instruct the student to do the same thing with their doll. The child can make the doll walk to its dollhouse house, bedroom, and bathroom.

Stuffed Animals: The adult can model '**walk**' by using the word walk on the AAC device or saying the word 'walk' out loud while simultaneously moving the legs on the stuffed animals in a motion that indicates walking. The adult can then instruct the student to do the same thing with their stuffed animal.

Puppets: The adult can model '**walk**' by using the word walk on the AAC device or saying the word 'walk' out loud while simultaneously moving the legs on the puppets in a motion that indicates walking. The adult can then instruct the student to do the same thing with their puppet.

Action Figures: The adult can model '**walk**' by using the word walk on the AAC device or saying the word 'walk' out loud while simultaneously moving the legs on the action figures in a motion that indicates walking. The adult can then instruct the student to do the same thing with their action figure.

Recess

Simon Says: The adult can play a modified game of Simon says in which the students are instructed to **walk** forwards, backwards, right or left. For example, "Simon says walk 3 steps forward, Simon says walk to the right, Simon says walk 2

4 steps backward." The students should also be instructed to describe what they are doing using different forms of communication including AAC. For example, they may say "I am walking backwards," I am walking to the right." For on-the-go core language modeling and communication, adults or students can wear their core words on their wrists. Select the most important words for each student and use Boardmaker to create wristlets. A small piece of Velcro or a glued-on snap will work to attach the ends. For this activity walk may be one of the words on the wristlet.

Freeze Tag: The adult can structure a game of freeze tag where students must only **walk** during the game of tag. The adults can declare "walk" to get students to unfreeze themselves and start moving. Students can indicate that they are 'walking' by using language and their AAC. For on-the-go core language modeling and communication, adults or students can wear their core words on their wrists. Select the most important words for each student and use Boardmaker to create wristlets. A small piece of Velcro or a glued-on snap will work to attach the ends. For this activity, **walk** may be one of the words on the wristlet.

READING

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

1. Walking through the Jungle | courtesy of Teacher's Notes

<https://www.youtube.com/watch?v=tKPJbuP0g04>

Adults can model the word **walk** on the student's communication system each time it is read. This creates lots of opportunities to practice using this core word.

2. When I Took the Moon for A Walk | courtesy of It's Reading Time

<https://www.youtube.com/watch?v=Huo-DRbqRd0>

Adults can model the word **walk** on the student's communication system each time it is read. This creates lots of opportunities to practice using this core word.

SOCIAL INTERACTIONS AND VIDEO MODELING

Through modeling, these videos show us how the word walk can be used in a school setting. Adults can also model using words to say “**walk**” or “they are walking.”

How to walk in line at school | courtesy of Christa Duncan

<https://www.youtube.com/watch?v=CdYquPJT4Ak>

Walking in the Hallway - Social Story | courtesy of Diverse Learning Hub

<https://www.youtube.com/watch?v=6dj-abotEJo>

To play on a loop, right click and select "loop"

SENSORY MOTOR

Bug Hunt / Nature walk:

Materials: Jar with holes, Magnifying glass.

Adults can instruct students to catch bugs or pick up interesting leaves and flowers during a bug/nature walk. The adult can model the student's actions as they move through the outdoors. For example, “Right now we are walking,” or “you walk to get the bug.” The student can also use their AAC to indicate that “I am walking.” For on-the-go core language modeling and communication, adults or students can wear their core words on their wrists. Select the most important words for each student and use Boardmaker to create wristlets. A small piece of Velcro or a glued-on snap will work to attach the ends. For this activity, **walk** may be one of the words on the wristlet.

<https://jimmiescollage.com/100-nature-walk/>

VIDEOS & ANIMATED SHORTS

Adults can target **walk** with any of the following videos using pull-off song boards (homemade or purchased). After pulling off each item, encourage students to put them back on where they belong.

The Walk - Animated Short Film | courtesy of Jade Crooks

<https://www.youtube.com/watch?v=3U-umc-pE20>

Walking a Tighrope Between Mountains | courtesy of Great Big Story

<https://www.youtube.com/watch?v=TSfGS7rv3co>

STRUCTURED ACTIVITIES

Adults can refer to circle time activities (under schedules/routines section) for more structured activities.

ART OR SCIENCE ACTIVITIES.

Adults can instruct students to draw a picture about the bug hunt/nature walk that they went on (nature walk listen in previous activity). Each student can present to the classroom and talk about their drawing. For example, they may say “This is my drawing. I went on a **walk** today and found a bug.”

USE OF APPS OR OTHER TECHNOLOGY

Adults can use this app or similar apps to show students how far they **walked** after a bug hunt or nature walk.

Apple Health App | IOS

<https://www.apple.com/ios/health/>

Google Slides

Adults can create a story using google slides using the word **walk** on every page. For example, an adult can post a picture of a boy walking and then write “This boy is walking to the park” underneath the picture. The more repetition, the better. If this is a new concept, visual support for choices for a response is important.

WORD WALL: Create a Word Wall and add “**walk**” 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.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#) Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact [Shanaz Faisal @ sfaisal1@mail.sfsu.edu](mailto:Sfaisal1@mail.sfsu.edu). Shanaz Faisal is a second-year graduate student and candidate for the Master of Science in Speech, Language and Hearing Sciences at San Francisco State University. Shanaz is specializing in AAC through San Francisco State University's federally funded Project Building Bridges. Through Project Building Bridges, she has joined the [Nika project](#) and is providing resources for individuals with complex communication needs both locally and across the globe.

Thank you!

CORE WORD: **Cut**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD:

REQUESTING AN ACTION (e.g. I want to **cut**, I want you to **cut**, **cut** this for me?)

PROTEST/DENY (e.g. do not **cut** that)

RELAY INFORMATION: (e.g. I **cut** it, you **cut** it)

REQUEST INFORMATION: (e.g. Who **cut** (it)? What should we **cut**?)

ROUTINES AND SCHEDULES

Snack/Mealtimes: Students can request adults **cut** something for them, such as a sandwich. Adults can model this request by offering to cut something for them or show students what they have that they had to cut (carrots, sandwiches, bell pepper pieces, etc.) to prepare their lunch.

PLAY

Students can request or talk about how they **cut** segmented play foods during pretend play, such as the set depicted below (source: Melissa and Doug Cutting Fruit Set). Adults can model the word "cut" and phrases students might use ("It looks like you CUT the pear!" "Who should CUT next? I will CUT or YOU will CUT?" "Let's CUT IT! Alright, WE CUT IT.")



READING

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

I Love My Haircut! By Natasha Anastasia Tarpley. Illustrated by E. B. Lewis. Ready aloud by Storytime Books Read Aloud - Cultivating Progress.

<https://www.youtube.com/watch?v=PfhPxql8cuc>

Horrible Haircut by Alison Ritchie, illustrated by Ian Newsham. Read-Aloud by Miss Sofie's story time.

<https://www.youtube.com/watch?v=Gsgl4nJWwcl>

SOCIAL INTERACTIONS AND VIDEO MODELING

Mister Clay: Counting, Cutting, and Core Words/ Educational AAC videos for kids. Watch this video with students and model “**cut**” and other core vocabulary while Mister Clay cuts and counts his food. Play along with playdough or your own segmented play food toys.

https://www.youtube.com/watch?v=P10L_emY3Oo

SENSORY MOTOR

Students can use the word, **cut** during many arts and crafts activities, and use different fun scissors or request that someone “help cut.” During online sessions,

adults and students can give each other instructions using the word “**cut**” (e.g. cut that, cut it, don’t cut it, cut it big, cut it small/little).

Adults and students can cut real food for meals together and talk about what they are cutting and who cuts what.

VIDEOS, MUSIC, ANIMATED SHORTS

[Clean cut, an animated short by Soo Choi & Nancy Jing](#)

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

STRUCTURED ACTIVITIES

Adults and students can create fake “cakes” and use the word **cut** to talk about who will **cut** the cake, who wants a big or small piece. Adults and students can refer to a recipe, highlighting the instructions that involve cutting, and providing opportunities for students to tell others when to cut, what to cut, etc.

Easy healthy recipe for making veggies & dip, a few different opportunities to **cut**: <http://autismtank.blogspot.com/2013/07/cooking-veggies-dip.html>

Cooking with core: Recipes for teaching core vocabulary by Gail VanTatenhove. This resource provides fun, easy recipes as well as abbreviated core word instructions to model:
<http://www.vantatenhove.com/files/freeproducts/CookingwithCoreCookbook.pdf>

ART OR SCIENCE ACTIVITIES

This core word really comes in handy during arts and crafts activities. For paper crafts, Students can request help for anything they need to **cut** (help cut, want cut). Adults can model cut while they are giving instructions or demonstrating how to complete the craft activity.

Here are some arts and craft ideas: making snowflakes from folded paper and cut paper circles, cutting strips of paper to make paper chains, and making lanterns by cutting paper.

Find a list of paper cutting projects for kids here (from AHC arts & crafts, helping kids with arts):

<https://www.artistshelpingchildren.org/papercuttingsartscraftsideaskids.html>

Making a collage is a great activity to model “**cut**” with. Model cut as you and students cut pictures for their collage. Ask students questions about their preferences (“**cut** it big?” “**cut** this?”).

USE OF APPS OR OTHER TECHNOLOGY

Toca Birthday Party: This app lets students have a pretend party, where they can pour each other drinks and take slices of cake off a plate. Model **cut** when talking about the pieces of the cake.

Toca Kitchen Monsters: This app has you feed a “monster,” and includes different foods and kitchen appliances to make the food tasty for the monster. Students can tell a friend or adult what they want to feed the monster, and what they want to do to it. This app includes a blender, a microwave, a frying pan, and a knife for cutting. Students can tell others what they will do or what they will want others to do, using the knife and cutting food will be a good opportunity to use and model this word.

Fruit Ninja: This app is a game where fruit is tossed across the screen, and the player swipes the screen with their finger to cut the fruit. The word cut can be modeled when talking about the game, watching someone play, or requesting the game.

WORD WALL: Create a WordWall and add ‘**cut**’ 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 [Jennifer Yoshimura @ jyoshimura@acts-at.com](mailto:jyoshimura@acts-at.com).
Thank you!

CORE WORD: **Today**

For Educators, Related Service Providers and Parents

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. AAC systems need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

GREET (e.g. It's nice to see you **today**.)

ASK QUESTIONS (e.g. What are we doing **today**?)

CLARIFY (e.g. **Today** or tomorrow?)

TELL A STORY (e.g. **Today** on the playground...)

ROUTINES AND SCHEDULES

Circle: Circle time offers many opportunities to use the word 'today.' Some ideas include: Talk about what the weather's like **today**, what classroom jobs students have today, if someone has a birthday today.

You can review the schedule discussing what specials (e.g. music, art, computer class, etc.) are today. [Here is a great magnetic calendar from Melissa and Doug](#). It gives students a hands-on opportunity to talk about today.

https://www.amazon.com/Melissa-Doug-First-Magnetic-Calendar/dp/1223081273/ref=asc_df_1223081273/?tag=hyprod-20&linkCode=df0&hvadid=312114648651&hvpos=&hvnetw=g&hvrnd=12501288708733045262&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9031944&hvtargid=pla-406681059034&psc=1

PLAY

Toys and Games

Dress up: Play dress-up with child size costumes/accessories or with a doll. Talk about the weather **today** and decide what clothing is needed today. You don't have to stick to the actual weather outside. Use your imagination and students can select outfits for whatever "today" has in the forecast.

READING

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

Today | Julie Morstad | [Read Aloud by Ashleykeil](#)

Book description via GoodReads: The simplest moment has the potential to become extraordinary in this beautiful book by Julie Morstad. From getting dressed, to having breakfast, to choosing ways to go, Today has a little something to delight everyone.

<https://youtu.be/sA7GvNwMKgA>

Today I feel Silly | Jamie Lee Curtis | [Read Aloud by Mama Shima](#)

There are opportunities to model **today** when each feeling is introduced.

Book description via GoodReads: Jamie Lee Curtis's zany and touching verse, paired with Laura Cornell's whimsical and original illustrations, helps kids explore, identify, and even have fun with their ever-changing moods. Silly, cranky, excited, or sad—everyone has moods that can change each day. And that's

okay! Follow the boisterous, bouncing protagonist as she explores her moods and how they change from day to day.

<https://youtu.be/sMrfM4erOWw>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can ask each other how they are doing/feeling **today**. Students and/or adults can ask what someone is having for lunch today. At the end of the day, adults can ask students to share their favorite part of today.

SENSORY MOTOR

Sensory bin activity: Fill a container with your favorite sensory bin filling (e.g. water beads, rice, lentils, kinetic sand). Hide laminated icons in the bin. Pick **today's** letter or theme. Have students find an icon. Ask if the icon fits today's theme/letter or not.

VIDEOS, MUSIC, ANIMATED SHORTS

The Lazy Song | courtesy of Bruno Mars | [YouTube Video](#)

Lyrics include: **Today** I don't feel like doing anything / I just want to lay in my bed / Don't feel like picking up my phone / So leave a message at the tone / cause today I swear I'm not doing anything.

<https://youtu.be/fLexgOxsZu0>

STRUCTURED ACTIVITIES

Day Summary Sheet: Fill out [this sheet](#) with each student indicating what they did in school today.

<https://www.teacherspayteachers.com/Product/FREE-What-I-Did-Today-655457?st=ac642e487665252221d862d4de326b36>

[Learn About Today, Yesterday, and Tomorrow with Turtle](#) from Valerie Chase on Teachers Pay Teachers.

This structured activity gives opportunities to model **today**.

<https://www.teacherspayteachers.com/Product/Learn-About-Today-Yesterday-and-Tomorrow-With-Turtle-3178380?st=6bd74553beabaf79de447a4224d374d3>

ART OR SCIENCE ACTIVITIES

Science: Take a look at the weather patterns for your area. Look at what the weather's like today through the years, e.g. 11/15/2020, 11/15/2019, 11/15/2018, etc. See what patterns you find. Was today in 1955 the coldest in the last 100 years? Was today in 1970 the rainiest?

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Adults can utilize the *Pictello* app for writing a group story about "When You Feel **Sick**" and other topics.

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

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

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to write the word together or type the word on the keyboard. Try the [Wet, Dry, Try Method](#) for a hands on approach.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jordan Stuhltrager @ the.read.with.me.slp@gmail.com
Follow Jordan on Instagram @ **read.with.me.AAC**, on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA and on Boom Cards @ <https://wow.boomlearning.com/author/read.with.me> Thank you!

Jordan graduated with her Master's in Speech Language Pathology from Teachers College, Columbia University in 2018, and she has been working as an SLP in the San Mateo-Foster City School District ever since. She is a member of the AAC Team and is passionate about serving students in preschool and moderate-severe special education classrooms. Follow her on Instagram @read.with.me.aac, on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA and check out her materials in her Boom Cards store @ <https://wow.boomlearning.com/author/read.with.me>

CORE WORD: **Day**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

COMMENT (e.g. I'm having a great **day!**)

ASK QUESTIONS (e.g. What **day** is it?)

EXPRESS FEELINGS (e.g. Today is not my **dad**)

GREET (e.g. Have a good **Day!**)

TELL A STORY (e.g. The other **Day**....)

ROUTINES AND SCHEDULES

Dressing: Adults can help students pick out which outfit they want to wear each **day** of the week.

Snack/mealtimes: Adults can choose a snack to be eaten on certain days (e.g. Monday is goldfish, Tuesday is cheese-itz, Wednesday is graham crackers, etc.). Before and during snack time model the word **day** with the associated snack of the day! Talk about what day is your favorite snack day and which day is your least favorite day.

Circle: Students can count the **days** of the week, count what day of school it is (we love to count up to the 100th day of school!), countdown days until an upcoming school break (e.g. thanksgiving, winter break, etc..). Calendar time is the perfect time to talk about the word **day**!

PLAY

Toys and Games:

Students can learn the days of the week with a fun puzzle like this one <https://explearntoys.com/products/explearn-object-puzzle-days-of-the-week-puzzle-with-knob> play with this and model what **day** is it? And what day comes next?

READING

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

The Very Hungry Caterpillar by Eric Carle- [Read aloud by Brightly Storytime](#)
As you read/listen along, use the opportunity to model and talk about what the caterpillar eats on what **day**!
<https://youtu.be/btFCtMhF3il>

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst-
Read aloud by [StoryTime at Awnie's House](#)
Alexander knew it was going to be a terrible day when he woke up with gum in this hair. And it got worse...
Read/listen along and model that Alexander is having a bad **day**.
<https://youtu.be/yqjzcSECrPA>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can ask their friends and classmates how their **day** is going. Adults can model how to ask about your **day** (e.g. How is your day going? Are you having a good/bad **day**?). Adults can model how to respond (e.g. it's a great day, I'm not having a good day, my day has been okay).

SENSORY MOTOR

Sensory Bin (sand, rice shredded paper): Adults can add the written days of the week to a sensory bin and have students search and dig up each day of the week. As the students find each day, model the question: what **day** did you find?

Dot Markers: Have students stamp dot markers on words that are days of the week. Print out various words including the days of the week and have the student look for words that are a **day** of the week.

VIDEOS, MUSIC, ANIMATED SHORTS

[Seven Days a Week](#)-Days of the week song-The singing Walrus

Have fun dancing every **day** of the week!

https://youtu.be/IPgTdgvj_jc

[U2-Beautiful Day](#)

Your students might not have been around when this song came out but that doesn't mean you can't share this song and talk about having a beautiful **day**!

<https://youtu.be/co6WMzDOh1o>

[The Beatles-Good Day Sunshine](#)

For all the Beatles fans out there! So many opportunities to talk about having a good day!

<https://youtu.be/6e01nNA02vw>

[Daniel Powter-Bad Day](#)

For those days when you kick up the leaves and magic is lost, you can share about what makes a bad day after listening to this classic hit.

<https://youtu.be/gH476CxJxfg>

STRUCTURED ACTIVITIES

Adults can plan different spirit weeks throughout the school year. On each day talk about what the theme of the **day** is, for example, crazy hair day, hat day, tie dye day, twin day.

Have students sort items into day or night with this free sorting activity:

<https://www.teacherspayteachers.com/Product/Day-and-Night-Sky-Sort-FREEBIE-2499368>

ART OR SCIENCE ACTIVITIES

Day and night crafts: students can create art projects that show day and night on the same page. Check out these examples:

House Day and Night- <https://nontoygifts.com/house-day-and-night-craft/>

Paper plate craft- <https://nontoygifts.com/day-and-night-craft/>

USE OF APPS OR OTHER TECHNOLOGY

With older students, using a calendar app on a phone or tablet, look at different planned activities and model **day** while talking about if you are available or busy on different days throughout the year.

WORD WALL: Create a WordWall and add '**Day**' 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 the word together or type the word on the keyboard. [Try the Wet, Dry, Try Method for a hands-on approach.](#)

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Kelsey Robin @ Kelseyrobin.ccc.slp@gmail.com.

Kelsey graduated with her Master's in Speech Language Pathology from The University of Texas, Austin in 2017. She currently works in the San-Mateo Foster City School and is a member of the AAC Team. She is passionate about preschool and providing access to communication systems as early as possible.

Follow her on YouTube @

<https://www.youtube.com/channel/UCevb2YNCke0eGalrmqV6law> and

check out her materials in her Boom Cards store @

<https://wow.boomlearning.com/author/rockin.robin.slp>

Thank you!

CORE WORD: **Color**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

MAKE CHOICES (e.g. let's **color**!)

ASK QUESTION (e.g. Can I **color**?)

DIRECT ATTENTION (e.g. what **color** is that?)

GIVE INFORMATION (e.g. the **color** is.../I like the **color**.../I like to **color**...)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can teach what each food's **color** means to their student. Adults can say "green is good for your eyes; yellow and orange foods will help you have a stronger body so you don't get sick." See graphic below for more ideas.

5 Colors of Phytonutrients

8/10 Americans Don't Eat Enough Color...



<p>74% Don't Eat Enough Red</p> <p>Phytonutrients: lycopene, ellagic acid, quercetin, hesperidin, anthocyanidins</p>	<p>Red Benefits</p> <p>Supports prostate, urinary tract and DNA health. Protects against cancer & heart disease.</p>
<p>76% Don't Eat Enough Purple/Blue</p> <p>Phytonutrients: resveratrol, anthocyanidins, phenolics, flavonoids</p>	<p>Purple Benefits</p> <p>Good for heart, brain, bone, arteries, & cognitive health. Fights cancer & supports healthy aging.</p>
<p>69% Don't Eat Enough Green</p> <p>Phytonutrients: lutein/zeaxanthin, isoflavones, EGCG, indoles, isothiocyanates, sulphoraphane</p>	<p>Green Benefits</p> <p>Supports eye health, arterial function, lung health, liver function, & cell health. Helps wound healing & gum health.</p>
<p>83% Don't Eat Enough White</p> <p>Phytonutrients: EGCG, allicin, quercetin, indoles, glucosinolates</p>	<p>White Benefits</p> <p>Supports healthy bones, circulatory system, & arterial function. Fights heart disease & cancer.</p>
<p>80% Don't Eat Enough Yellow/Orange</p> <p>Phytonutrients: alpha-carotene, beta-carotene, beta cryptoxanthin, lutein/zeaxanthin, hesperidin</p>	<p>Yellow Benefits</p> <p>Good for eye health, healthy immune function, & healthy growth & development.</p>
<p>Goal: Eat two foods from each color group daily</p>	
<p>Natural healthy concepts</p> <p>NaturalHealthyConcepts.com</p> <p>SOURCES: webmd.com/diet/phytonutrients-nutrilite.com/en-us/Media/AmericaPhytonutrientReport.pdf</p>	

Circle Time: Adults can have a **color** of the week theme or have the students choose one item of their **color** choice in the classroom or from home, for show-and-tell and bring it to the circle to share.

PLAY

Toys and Games: Adults and students can play an "I spy-" game anywhere while identifying **colors**.

Recess

Adults can ask that each student finds an item of a specified **color** when they are outside playing. When students come back into the class, they can report what they saw and/or what they found. For example, adults can ask, "Who had

the color, (orange)? The student with that assigned color can respond with what they found. (e.g. I saw ___ or I found an orange ____). Each student can take a turn to share what items they saw by color.

READING

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

[Brown Bear, Brown Bear, What Do You See Read Aloud by Darren Robert McTurk YouTube](https://www.youtube.com/watch?v=WST-B8zQleM)

<https://www.youtube.com/watch?v=WST-B8zQleM>

[The Color Monster, A Story About Emotions by Anna Llenas | Children's Books | Storytime with Elena](https://www.youtube.com/watch?v=PWujGPb6mgo&t=7s)

<https://www.youtube.com/watch?v=PWujGPb6mgo&t=7s>

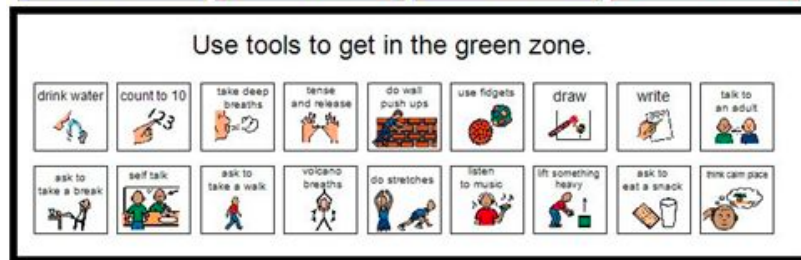
[A Color of His Own - Kids Books Read Aloud by Storytime Anytime YouTube](https://www.youtube.com/watch?v=Foghuhc75Ts)

<https://www.youtube.com/watch?v=Foghuhc75Ts>

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can facilitate a conversation with this social-emotional strategy. Below is the Zones of Regulation chart, courtesy of Sam Lin, - what students (and adults) may feel throughout the day. Adults can say "if you're in the green **color** zone, you're focused and ready to learn. If you're in the yellow **color** zone, you're a little out of control and might be hyper, upset, or frustrated...". Students can identify what **color** they are feeling right now, before, or after something happened.

What zone am I in?



SENSORY MOTOR

Students and adults can sort **colored** pom-poms in the respective **color** egg-cartons. Click on the link below for more instructions.

[Egg Carton Colour Sorting by The Imagination Tree](#)



VIDEOS, MUSIC, ANIMATED SHORTS

[Color Your World with Kindness Animated Short by A Better World YouTube](#)

<https://www.youtube.com/watch?v=rweIE8yyY0U>

Adults can teach the word **color** in a non-traditional context/meaning. “**Color** your world” can mean doing acts of kindness. Adults can say, “Doing acts of kindness can bring brightness or **color** into someone’s world. To bring “**color**” into someone’s world means to make their day easier, better, or right. Did you see the boy give the girl another fruit because her fruit was spoiled? That was a nice thing a friend would do, and he brought some **color** into her life.”

STRUCTURED ACTIVITIES

Students can learn about primary **colors** and what they are, which makes up other **colors**. Adults can facilitate this structured activity by going in order. Adults can say, “adding two primary **colors** creates another **color**! Adults can then ask, “if we add this **color** with that **color**, what do you think it’ll make?” Please see the link below for full details:

Mixing Colors Science Experiment by Susie from busytoddler.com

<https://busytoddler.com/2019/03/mixing-colors/>



ART OR SCIENCE ACTIVITIES

Students can learn and experiment with various **colors** and see what mixing any 2 **colors** makes with this self-expressing painting activity. After mixing the colors together, paint a picture!

Paint Pops by Janice Davis.

<https://www.learning4kids.net/2012/03/15/paint-pops/>



USE OF APPS OR OTHER TECHNOLOGY

[Busy Shapes & Colors on the App Store](#) by EDOKI ACADEMY: "A fun, motivating, and highly intuitive playground to learn the names of 11 shapes and 11 **colors**, specially designed for toddlers and preschoolers. There are multiple levels and "practice modes" to allow for focus on one color or shape. This app is also great for sharpening fine motor skills."

WORD WALL: Create a WordWall and add '**color**' 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.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Samantha (Sam) Lin @slin18@mail.sfsu.edu. Sam is a second-year speech-language pathology graduate student at San Francisco State University and has a passion for learning about AAC and Autism. Follow her on Instagram @samnslp for the occasional SLP-related stories!
Thank you!

CORE WORD: **Where**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

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WAYS WE CAN USE THE WORD

ASK QUESTION (e.g. **where** is it?)

DIRECT ACTION (e.g. take me **where**)

GOSSIP (e.g. she went **where??**)

TELL A STORY (e.g. **where** did the bunny go? *turn the page* the bunny went to play in the flowers.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can use '**where**' during snack time to ask adults **where** their food is (e.g. '**where** my goldfish?').

Circle: Students and adults can use **where** during circle time to ask questions

Arrival: During arrival, students can use '**where**' to ask questions upon arrival (e.g. '**where** is mom going?').

PLAY

Toys and Games: Adults and students can play peek-a-boo and ask "**where** is _____" to practice using this new core word.

[Peek A Boo + More Nursery Rhymes & Kids Songs - CoComelon](#)

Recess: During recess, students and adults can play hide and go seek and use **where** when they are searching for their friends.

READING

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

[WHERE ARE YOU FROM? By: Yamile Saied Méndez \(read aloud by the author\) Courtesy of HarperKids](#)

[Where Do I Live by Neil Chesanow Mason Artistry](#)

[Where Are You? | Children's Books Read Aloud The StoryTime Family](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults and students can play peek-a-boo and ask “**where** is (*insert students name*)” to practice using this new core word.

SENSORY MOTOR

Students and adults can use **where** while identifying their body parts. Adults and students can ask each other where their body parts are and practice pointing to them too (e.g. ‘**where** is your nose?’)

VIDEOS, MUSIC, ANIMATED SHORTS

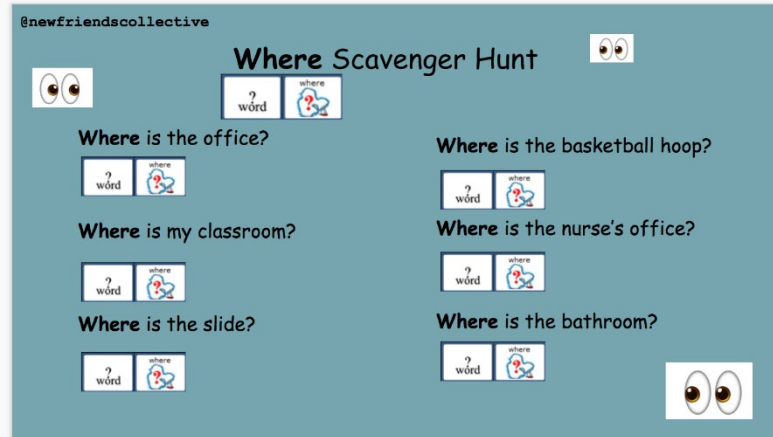
[95. The Black-Eyed Peas - Where is the love Radio Edit. Courtesy of Ice Bluff](#)

[Justin Bieber "Where Are You Now" kiddlivewebmaster](#)

[Where You Are \(From "Moana"/Sing-Along\) DisneyMusicVEVO](#)

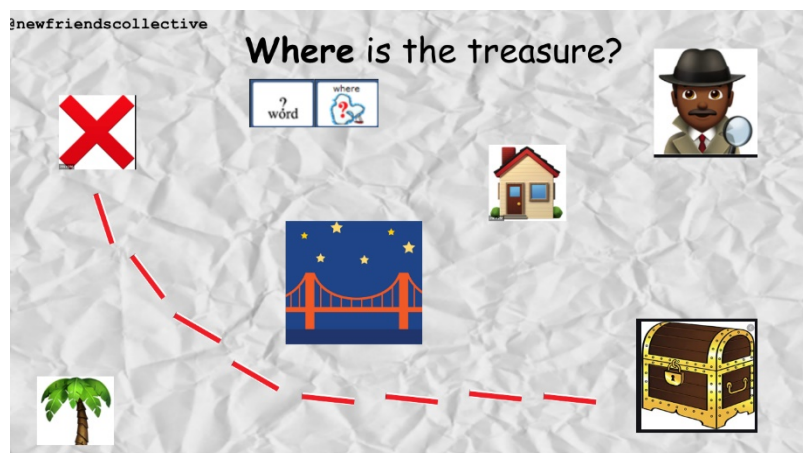
STRUCTURED ACTIVITIES

Where Scavenger Hunt: Students can go on a **where** scavenger hunt all around the school to practice using the word **where** in context. Here is an example of a ‘**Where** Scavenger Hunt’ checklist!



ART OR SCIENCE ACTIVITIES

Where is the Treasure Art Project: Students can create a treasure hunt map to practice using the core word **'where.'**



USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello*, or any other story generating app, create a **"where"** story for the student(s). Adults can take pictures of the students doing the above activities and, on each page, write a sentence including the word **"where"** (e.g. **where** is the office?). If possible, include the icon sequence for **"where"** to make modeling easier for all communication partners, and so the child can visually see their system's representation of **where** in their story! Read the story with the students.

WORD WALL: Create a WordWall and add **'where'** 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 Beth Lytle [@blytle@mail.sfsu.edu](mailto:blytle@mail.sfsu.edu) or Alisa Lego on Instagram [@newfriendscollective](#).

Thank you!

November

your	get	look	stand
+ - ?	+ - ?	+ - ?	+ - ?
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
sing	need	work	make
+ - ?	+ - ?	+ - ?	+ - ?
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
hurt	not	walk	cut
+ - ?	+ - ?	+ - ?	+ - ?
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
today	day	color	where
+ - ?	+ - ?	+ - ?	+ - ?
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:

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