

CORE WORD: **Say**

For Educators, Related Service Providers and Parents

PRESUMING COMPETENCE

The act and practice of Presuming Competence has been referred to as the *least dangerous assumption*, (Anne Donnellan, 1984) and applying this 'mindset' may be highly beneficial when selecting and implementing an AAC system for the individuals with whom we work. As parents, educators, therapists, and others, we all want our students to be able to say, 'whatever they want, however they want, whenever they want,' and once a student is exposed to and provided with a robust communication system it can provide them with opportunities to learn and use a rich core and fringe vocabulary to express themselves using a wide array of communication functions. Communication is a human right and we are in a position to open up their access to words that have power. When we Presume Competence, we believe everyone can learn.

WAYS WE CAN USE THE WORD

GAIN INFORMATION: Learning about others/environment (e.g., Did she **say** the party is tonight?)

SHARE INFORMATION: Describe others/the environment (e.g., I will **say**, the food at that restaurant is very good.)

EXPLAIN: (e.g., **Say** to them how you are feeling.)

GIVE A COMMAND: (e.g., What do you **say**?)

ROUTINES AND SCHEDULES

At the beginning of the day - during the morning meeting students can **say** hello, their name, and how they are feeling. Adults can model for students saying, "We will go around and say our name and how we are feeling." "I'll start. Hello, my name is Ms. Smith and today I feel happy." You can hold up an icon of the word say each time it is a student's turn to share.



*Courtesy of TouchChat with WordPower application.

PLAY

Take turns with students playing Simon Says, showing an icon of the word **say** each time "Simon says..." is spoken. Model for students starting first then let students take turns being Simon. Each time the word is used, identify it on the student's low-tech board or device.



*Courtesy of The Best Ideas for Kids website.

Activity: [Simon Says Ideas](https://www.thebestideasforkids.com/simon-says-ideas/) – courtesy of/by The Best Ideas for Kids.

<https://www.thebestideasforkids.com/simon-says-ideas/>

READING

For this week's core word, you can read and talk about the stories below, discussing the word **say** when it's found in the story.

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

Book Read Aloud: SAY SOMETHING! by Peter H. Reynolds

<https://www.youtube.com/watch?v=YeOCzk817Uk> read by/courtesy of Storytime with Elena (Students and adults can talk about the word **say** and how many different ways you can say something. Locate the word say on their communication board/device or hold up the icon of the word each time they see it in the story).

Book Read Aloud: SAY HELLO LIKE THIS! by Mary Murphy

<https://www.youtube.com/watch?v=HGURQ6485Tk> read by/courtesy of Kahaani Box. (Read through this children's story about how different animals "say" hello.)

Book Read Aloud: OH SAY CAN YOU SAY by Dr. Seuss

<https://www.youtube.com/watch?v=46UIQ0FAK9U> read by/courtesy of The Adventures Of The Silly Little Beaver. (Read through this Dr. Seuss story and locate the word say on student's communication board/device or hold up the icon of the word each time they see it in the story).

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can watch these videos to see the importance of what we **say** to each other! Expansion after watching videos is practice making sentences using the word say when commenting on the videos.

VIDEO - Social skills video modeling: Greetings

<https://www.youtube.com/watch?v=Ch9nB8mF1XM> courtesy of/by Casa OT. (Watch and talk about saying hello to others!)

VIDEO - Greetings - A Social Story

https://www.youtube.com/watch?v=ARkmnZ1ZYcs_Y courtesy of/by AQ Adult Learning How to BrightSpace. (Students and adults can watch and see what you can say to others when at school.)

VIDEO - Video Modeling - Introductions & Greetings

<https://www.youtube.com/watch?v=RBDWrQs6Ou8> courtesy of/by Meredith Harrah. (Watch and see students' models introducing themselves and greeting others, pointing out what they say to each other.)

SENSORY MOTOR

Adults can use the website below to create Phonics Phones out of PVC pipes for students to use to hear their own voice! Encourage students to **say** what they want to into the Phonics Phone and hear themselves. Hearing the auditory input from their own voice is a great way for students to encourage vocalizations and learn the concept of saying things with their speaker voice (own voice).



*Courtesy of Make, Take & Teach.

Activity: [Phonics Phones](https://blog.maketaketeach.com/how-to-make-a-phonics-phone/) – courtesy of/by Make, Take & Teach.
<https://blog.maketaketeach.com/how-to-make-a-phonics-phone/>

STRUCTURED ACTIVITIES

Adults can utilize the TeachersPayTeachers activity around spring sight words to have students create simple sight words then **say** the word after spelling it. Students can say the word with their talker voice (high-tech device) and/or speaker voice (own voice). If using a low-tech core board, can spell the words out on the board as a way to say the word. Follow along with the TeachersPayTeachers activity, Spring Sight Words Practice Cards, which you can find below to get free color or black and white activity cards.



*Courtesy of Love Live Laugh TEACH.

Activity: [Spring Sight Word Practice Cards](https://www.teacherspayteachers.com/Product/Spring-Sight-Word-Practice-Cards-4667208) – courtesy of/by Love Live Laugh TEACH. <https://www.teacherspayteachers.com/Product/Spring-Sight-Word-Practice-Cards-4667208>

VIDEOS, MUSIC, ANIMATED SHORTS

Sight Word 'Say', Farm Animal Sounds, Reading, Virtual School, Online Learning, Learn to Read, KIDS!

<https://www.youtube.com/watch?v=NjJfACvpfeQ> courtesy of/by K5 Hidden Peak Education. Adults and students can watch along and identify the word **say** every time they see it in the video.

First Grade Sight Word-" say" <https://www.youtube.com/watch?v=FRxeAw-IVDk> courtesy of/by Caitlin McCalister. Lesson on the sight word 'say' that targets how to spell it and use it in a sentence.

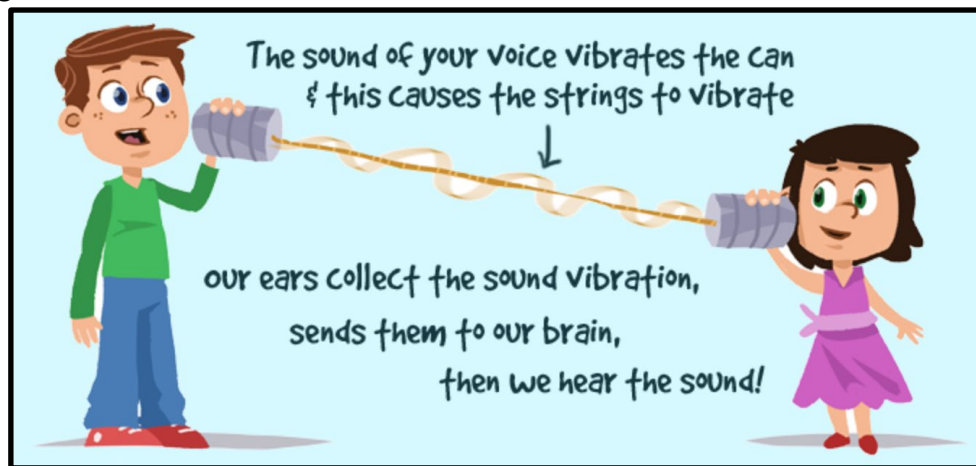
Ziggy Marley - Ziggy Says

<https://www.youtube.com/watch?v=0-M-m-kE5G0> courtesy of/by ruiduarte.

ART OR SCIENCE ACTIVITIES

Students can create a telephone with two cans and a string that you can use to **say** things to each other! Take about the science behind how this works and let

students practice vocalizing and saying things to each other. Adults can model first for students letting them listen to what the adult says then take turns speaking.



*Courtesy of Garth & Bev.

Activity: [How to Make a Telephone with Cans](http://blog.garthandbev.tv/2010/02/how-to-make-a-telephone-with-cans/) – courtesy of/by Garth & Bev.
<http://blog.garthandbev.tv/2010/02/how-to-make-a-telephone-with-cans/>

USE OF APPS OR OTHER TECHNOLOGY

Adults can create low-tech word banks to make simple sentences, (i.e., “I” “say” “hello” etc.). The students can scramble the words to make phrases or sentences.

Draw and Tell - by Duck Duck Moose LLC allows students to draw a picture/color, tell the story (and can move images while talking), and then save/share drawings and recordings with others. Use the Draw and Tell app to create an abundant amount of images and depictions specific around the word **say**, then share and talk with students about the stories created.

LessonPix.com: Adults can create a large variety of picture cards, games, choice boards, visual schedules among many other activities (using core word **say**) with a subscription to *LessonPix.com*. The cost is \$36 per year.

Bitsboard Pro: Use the Bitsboard app to download thousands of boards which can then turn into a multitude of games and learning opportunities for your students.

Use *Clicker Writer* for writing words, phrases, or sentences with picture support as well as word banks to support a writing activity with a focus on the word, ‘**say**.’

WORD WALL: Add the word, “say” 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](#)

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jessica Oseguera @ jeoseguera09@gmail.com
Thank you!

Jessica Oseguera, MA, CCC-SLP is a Speech-Language Pathologist (SLP) who specializes in the fields of Augmentative and Alternative Communication (AAC) and deaf and hard of hearing (D/HH). She earned her Master's in Speech-Language Pathology from San José State University (SJSU) in 2016. Her externship placements included Lucile Packard Children's Hospital Stanford where she sat on the cochlear implant team and Menlo Park City School District (MPCSD) where she was mentored under an SLP who specializes in the field of AAC. Jessica currently works within the San Mateo-Foster City School District (SMFCSD) and is an AAC Team member in the AAC Mentorship program run by Michaela Sullivan, MA, CCC-SLP and Judith Lunger, MA, CCC-SLP.

CORE WORD: **Think**

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PRESUMING COMPETENCE

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WAYS WE CAN USE THE WORD (these headers are all size 14)

SOCIAL INTERACTIONS (e.g., "I **think** you are great!" "I **think** I love you.")

COMMENT (e.g., "I love the way you **think**!" "I **think** you're right!")

ASK QUESTIONS (e.g., "What do you **think**?" "Do you **think** we should do it?")

SHARE INFORMATION (e.g., "I **think** we should do this!" "I **think** this is right.")

NEGATION (e.g., "I don't **think** so." "I **think** not.")

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can use the core word to make predictions about what they **think** will be served for snack or mealtime, or what they will grab from the lunch line that day. (e.g., I think it will be pizza! I think there will be apples. I think I'll get chocolate milk.) Students can also be prompted to use the core word to discuss their thoughts on their lunch or snack (e.g., I think my food is yummy! I think this is a good lunch.) Adults can facilitate use of the core word by using phrases such as: I think today you have a peanut butter and jelly sandwich! I think your lunch sounds delicious!

Circle: Students can be prompted to use the core word to discuss what they **think** about any number of topics during circle time. For example, students can describe what they think will happen next during circle time (e.g., I think we will take roll! I think we will do the days of the week!). Students can discuss what they think they will do during the day after the circle (e.g., I think today we have music class. I think we will keep reading our book.). Students can guess who they think comes after them in roll using the core word (e.g., I think it's Andrew next!).

Clean Up: Anytime an activity is ending, or it is time to clean up, adults can model and/or facilitate use of the word, **think**. For example, adults can say things like: I think it's time to clean up! I think we should start cleaning up. What do you think we should put away first? I think it's almost time to go home!

PLAY

Toys and Games: Students can use the word **think** to describe when they think they want to use during play (e.g., I think we should play with cars. I think dolls.).

Dolls/Action Figures/Stuffed Animals/Puppets: The adult can model the core word, **think**, by using the word on the AAC device or saying the word out loud while playing with dolls/action figures/stuffed animals (e.g., I think he should wear this. I think they should climb the table.) Adults and students can also use the core word while playing with toys such as these, by speaking as their toy and creating dialogue for them (e.g., I think we should be friends. What do you think?)

Imaginative Play: Imaginative play is a great way to use the core word, **think**, for both adults and students because it requires everyone to think of different possibilities, roles to act out, imaginative scenarios, pretend dialogue, etc. Adults and/or students can work together and think of what they want to make come alive and think about how to do it (e.g., What do you think we should pretend to be? I think we should be astronauts! I think we should make a restaurant! I think there should be a chef! How do you think a monkey would act?)

Older Students

Board Games/Card Games: Adults and students can practice the core word while playing a structured game the student chooses. During play, the core word can be used across a variety of contexts (e.g., Who do you think is going to win? What do you think I should pick?).

Memory Game: Students can play the game Memory Match card game and use the core word to describe actions in the game (e.g., I **think** the match is here. I think this one.).

Recess: Adults can ask students before recess or as they line up: what do you **think** you'll play at recess today? Adults can also prompt students to use the core word in their response: I think I'm going to go on the swings. I think I'm going down the slide.

Adults can help students use the core word before recess by asking if they **think** they'll want to take anything with them to recess: (e.g., Do you think you'll want a ball? Do you think you need a jacket?)

After recess, adults can ask students questions using the core word: what do you **think** the best part of recess was?

READING

Adults can incorporate the core word, **think**, into any reading by asking the student questions about what they think, modeling the core word (e.g., What do you think will happen? Why do you think they did that? How do you think they feel? How do you think you would feel?). Adults can also prompt students to respond using the core word.

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

[I THINK, I AM by Louise Hay, courtesy of Storytime TV youtube Channel](#)

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

[The Girl Who Thought In Pictures by Julia Finley Mosca, courtesy of The Reading Booth Youtube Channel](#)

<https://www.youtube.com/watch?v=6wgBarZ5ytE>

[Think Big Little One by Vashti Harrison, courtesy of Marci Chavalas Youtube Channel](#)

<https://www.youtube.com/watch?v=RcSh8LOJZP0>

[My Parents Think I'm Sleeping by Jack Pretlutsky, courtesy of At Home With Berly Youtube Channel](#)

<https://www.youtube.com/watch?v=5hK6ntithng>

[Think Big! By Kes Gray and Nathan Reed, courtesy of Stacey Gilchrist Youtube Channel](#)

<https://www.youtube.com/watch?v=A1O6BhiAECc>

[What Were You Thinking by Bryan Smith, courtesy of Cristina Rivera Youtube Channel](#)

<https://www.youtube.com/watch?v=2FcZhbvwthE>

[When Sophie Thinks She Can't by Molly Bang, courtesy of Colleen Buck Youtube Channel](#)

https://www.youtube.com/watch?v=y6UDcNw_lkw

SOCIAL INTERACTIONS AND VIDEO MODELING

Pair Share: Students can use the core word in social interactions for a variety of contexts. Students can use the core word to ask their peers questions about what they **think** about any number of topics (e.g., what do you think about school, music, animals, food, recess, cars, etc.). Students can get into pairs or small groups and be given a topic to discuss using the core word (e.g., Tell your partner what you think about math, tell your partner how you think you should solve the problem.).

Brain Teasers: Students can be given riddles verbally or on a worksheet. Have students work in pairs to **think** through possible answers together. (Image courtesy of education.com)

Riddle Me This

Solve the riddle and make a sketch of your answer in the white box.

I start with Pp.

I can make sound.

I have a lot of keys.

I am black and white.

What am I ?



I start with Ff.

I come in many colors.

I smell good.

I rhyme with "tower".

What am I ?



Silly Questions: Students can work in pairs to answer silly questions or imagine silly scenarios. For example, students can **think** of a new rule they want to add to the school (e.g., I think we should get ice cream every day at lunch. I think we should be allowed to bring our pets every day.)

Classmate Bingo: Each student can provide a detail about themselves and give it to the adult (e.g., fun fact, number of siblings, type of pet and name, favorite color, favorite type of food, etc.). Adults can then create a bingo style card or board projected in class. Students can all try to **think** which classmate gave what answer.

SENSORY MOTOR

Think Feel Do Sensory Bears: "The Think-Feel-Do sensory bear is a fabric bear filled with rice or beads and decorated with a brain for thinking, a heart for feeling and paws (hands) for doing."

The bear can be used to help students understand what they think, feel, and what they want to do. Every time the student indicates what they are thinking, the adult can model the word **'think'** on their AAC device.

<https://medium.com/@rc739/learn-the-mission-of-think-feel-do-sensory-bears-40f6dc9ee578>

VIDEOS, MUSIC, ANIMATED SHORTS

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

Think | Aretha Franklin (feat. The Blues Brothers)

https://www.youtube.com/watch?v=Vet6AHmq3_s

Think | Adam Lambert

<https://www.youtube.com/watch?v=gmhFub8je5o>

Adults can target the word **'think'** with these animated shorts by watching and pausing the video to ask students what each of the characters are thinking. As the students are talking about what the characters are thinking, the adult can model the word think on their AAC device. For example, they can use the AAC device to say "they think, she thinks, etc."

The Present

<https://www.youtube.com/watch?v=WjqIU5FgsYc>

For The Birds | Pixar

<https://www.youtube.com/watch?v=nYTrlcn4rjg>

Partly Cloudy | Pixar

<https://www.youtube.com/watch?v=7DmLkugdh9s>

STRUCTURED ACTIVITIES

Adults can create a structured activity where the opportunity to use the word **think** is high. For example, the group can sing the “Think Think Think Song” listed below. The teacher can model ‘think’ to the students and then tell the students to follow along. The students can also use the word ‘think’ while modeling these actions. The more repetition, the better. If this is a new concept, visual support for choices for a response is important.

<https://www.youtube.com/watch?v=Zc9HG3iSfeg>

ART OR SCIENCE ACTIVITIES

Adults can instruct students to draw a picture about what they want to do over summer break. Students can then take turns guessing what they **think** their peers drew and what they want to do over summer break. For example, a student may say “I think he wants to play in the pool.” Adults can model the word “think” on the students AAC device during this activity to practice the core word.

USE OF APPS OR OTHER TECHNOLOGY

Any app that offers a 2+ player game where students can take turns may be used to practice the core word **think**. Students can be instructed to think about and take a guess at what the other player’s next move will be. For example, a student can say “I think he will use a red card.” Adults can model the word ‘think’ on their AAC device during this fun activity. One example of a game that can be played is Uno! The following apps are available both on iOS and android systems.

UNO!™

<https://play.google.com/store/apps/details?id=com.matteljv.uno&hl=en&gl=US>

UNO!™

<https://apps.apple.com/us/app/uno/id1344700142>

WORD WALL: Create a WordWall and add ‘**think**’ 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 and Andriana Nikolau @ andriananikolau@gmail.com. Shanaz and Andriana are both second year graduate students specializing in Augmentative and Alternative Communication at San Francisco State University.
Thank you!

CORE WORD: **Soon**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

ANSWER: (e.g., I'll do it **soon!**; The movie is coming **soon** to a theater near you.)

ASK: (e.g., are we going **soon** or later?)

TELL: (e.g., not yet **soon!**; Grandpa is coming **soon.**; **Sooner** or later, the package will come.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Holidays often include gatherings where family members and friends may eat together. Students can learn the concept of what time breakfast, lunch, dinner is or which holidays are coming up. The adult will facilitate by choosing holidays within the month or next month as "**soon**". For example, adults can say "4th of July is coming up soon, what will you eat for lunch?"

Circle: Students can learn about other friend's birthdays during circle time. The adult will facilitate by choosing birthdays within the month or next month as "**soon**". Any birthdays that have passed or are later than the next month are not soon. Adults can say "This month, we have 4 birthdays. Emily's birthday is coming up **soon**, in 1 week!"

Similarly, students can learn about the seasons with the next coming month or next month as “soon”. For example, right now it is May. Adults can say “It will be June **soon**, and that means summer is **soon** too”.

PLAY

Toys and Games: While students are playing games such as entering the play clubhouse, the concept of taking turns using the word “**soon**” will be helpful. Adults can facilitate by saying “(student), it will be your turn **soon**. Have your ticket ready so you can get in.

Recess:

While students are playing games or waiting for their turn such as in the line for swings, jump rope or the water fountain, adults can facilitate by letting the student know it’ll be their turn **soon**, and that they have to wait.

READING

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

[Patience Is A Virtue Animated Stories For Kids. My story by Jason I am.](https://www.youtube.com/watch?v=kUypDN_cz0I)
https://www.youtube.com/watch?v=kUypDN_cz0I

Make sure to turn on closed captioning.

[Episode 1 – Patience Beats All Kind of Speed by Phyllis on Jonathan Jeremy YouTube Channel](https://www.youtube.com/watch?v=GTyljW3WXUg)
<https://www.youtube.com/watch?v=GTyljW3WXUg>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can play the “**sooner** or later clock” game with other friends. This game is similar to the “hot or cold” game and headbandz where everyone wears a headband that holds a certain timecard on it. Students/players will have to describe what a person might do at that time and the person guessing has to say a time. The students can confirm or deny by only giving hints by saying “**sooner** or later”. For example, a student has 6:30pm on their headband. Other

students will say “eat dinner” or “evening” or “dark” at this time. The player with the headband will say 7pm, and the students will have to say **sooner!**

SENSORY MOTOR

Adults can facilitate a sensory motor break by choosing 3 different skills to rotate through. Adults will let students know ahead of time that **soon**, they will change to the next skill and to get ready. For example, adults can say “right now, we’re crawling on the mats. Get ready to change to a new one, because **soon** we will be doing jumping jacks. Later, we will pretend to play the drums - use your stomachs to drum!”

VIDEOS, MUSIC, ANIMATED SHORTS

[Aaron Carter - Sooner Or Later \(Lyric Video\)](https://www.youtube.com/watch?v=DTWAavrVNQA)

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

[Mat Kearney - Sooner Or Later](https://www.youtube.com/watch?v=o7Z_O_Y7TTA)

https://www.youtube.com/watch?v=o7Z_O_Y7TTA

[Thumbelina - Soon \(Blu-ray HD\)](https://www.youtube.com/watch?v=xuxfomGU1AQ)

<https://www.youtube.com/watch?v=xuxfomGU1AQ>

STRUCTURED ACTIVITIES

Students can play a learning how to tell time game called “**soon** or later.” This game can be adapted to be more difficult by choosing time that is closer in time. For example, adults can show the main time of 11:15am. Another clock can be 11:20am and this is “**soon**”. Adults can increase the difficulty by adding another time and have the student compare two times to the main time. For example, the main time is 1:30. Have the students tell you which time, 1:45 and 1:50, is **sooner**.

ART OR SCIENCE ACTIVITIES

Taking care of any living thing takes patience, time, and effort. Students can plant a sunflower seed and learn about living things, such as taking care of a

plant. Adults will teach the 5 stages of a growing plant or flower. Adults can facilitate by saying that “after we plant the seed, **soon** we will see the roots growing. Then, **soon** you will see the sunflower stalk sprout, or start to grow...” and etc.

Source:

[8 Planting Terms You Need to Know](https://www.mnlgrowkits.com/pages/8-planting-terms-you-need-to-know)

<https://www.mnlgrowkits.com/pages/8-planting-terms-you-need-to-know>

USE OF APPS OR OTHER TECHNOLOGY

In this application, students will learn that you can set alarms to do things **soon**.

Sparky & The Case of the Missing Smoke Alarms by NFPA,

<https://appsto.re/us/UGz0Z.i>

WORD WALL: Create a WordWall and add ‘**soon**’ 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: **Later**

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WAYS WE CAN USE THE WORD

ASK: (e.g., now, or **later**?)

TELL: (e.g., not now, **later!**; Grandpa is coming **later.**; Sooner or **later**, the package will come.)

GREETING: (e.g., **later**, dude!; See you **later!**; See you **later** alligator.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can learn the concept of waiting when something is not available or if the time is not appropriate at the moment. The adult can facilitate by creating opportunities to withhold an item, for example dessert, until after the meal is finished. Adults can say "you can have your cookie **later** because you haven't finished your meal right now."

Circle: Students can learn that you can say bye to another friend by saying "**later!**" or "see you **later** alligator" and read the book *See You **Later**, Alligator* by Sally Hopgood. Please see the book section below.

READING

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

[SEE YOU LATER, ALLIGATOR by Sally Hopgood | Kids Books Read Aloud | Children's Books | Stories for Kids | Read Aloud](https://www.youtube.com/watch?v=w3FOo6d10cc)
<https://www.youtube.com/watch?v=w3FOo6d10cc>

[Don't Let The Pigeon Stay Up Late by Mo Willems - Kids Books Read Aloud](https://www.youtube.com/watch?v=2OCBsTGtSY)
<https://www.youtube.com/watch?v=2OCBsTGtSY>

For older and mature students, *Later* by Stephen King can be used. Choose a section of the book and read it.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can play the “sooner or **later** clock” game with other friends. This game is similar to the “hot or cold” game and headbandz where everyone wears a headband that holds a certain timecard on it. Students/players will have to describe what a person might do at that time and the person guessing has to say a time. The students can confirm or deny by only giving hints by saying “sooner or **later**”. For example, a student has 6:30pm on their headband. Other students will say “eat dinner” or “evening” or “dark” at this time. The player with the headband will say 6, and the students will have to say **later**!

SENSORY MOTOR

Adults can facilitate a sensory motor break by choosing 3 different skills to rotate through. Adults will let students know ahead of time that soon, they will change to the next skill and to get ready. For example, adults can say “right now, we’re crawling on the mats. Get ready to change to a new one, because **later** we will be doing jumping jacks. **Later** or after that, we will pretend to play the drums - use your stomachs to drum!”

VIDEOS, MUSIC, ANIMATED SHORTS

[Amaal - Later](https://www.youtube.com/watch?v=OmHftkSAQEw)
<https://www.youtube.com/watch?v=OmHftkSAQEw>

[Madonna - Sooner or Later \(Oscar 1991\)](https://www.youtube.com/watch?v=8bgNyaAz1jg)
<https://www.youtube.com/watch?v=8bgNyaAz1jg>

[Mat Kearney - Sooner Or Later](https://www.youtube.com/watch?v=o7Z_O_Y7TTA)
https://www.youtube.com/watch?v=o7Z_O_Y7TTA

STRUCTURED ACTIVITIES

Students can play a game called “before or **later**.” This game is a game of sequencing and the game can be adapted to be more difficult by adding more pictures to the sequence. Adults can show 3 cards and the student will have to figure out which is ‘before’ and which is ‘**later**’. For example, a sequence can show a person planting the flower seed, watering the seed, and finally a sprout. The adult can then choose the middle picture (watering the seed) and choose the sprout picture and label it as “**later**”.

ART OR SCIENCE ACTIVITIES

Students can learn that some fruits oxidize after they are left out and interact with the air, such as apples. Adults will teach that if you leave a fruit out, such as an apple, it will turn brown. The science experiment here is to delay or make the browning of an apple/oxidation **later**. Please visit [Easy and Fun Chemical Reaction Experiments](#) to learn more.

USE OF APPS OR OTHER TECHNOLOGY

Both of the applications below can teach the concept of ‘**later**’. The first application will teach the students you can say goodbye by saying ‘**later!**’. With the second application, students will learn that you can set alarms to do things **later**.

Saying Goodbye by Special Learning, Inc., <https://appsto.re/us/1dmZl.i>

Sparky & The Case of the Missing Smoke Alarms by NFPA,
<https://appsto.re/us/UGz0Z.i>

WORD WALL: Create a WordWall and add ‘**later**’ 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: **Together**

For Educators, Related Service Providers and Parents

PRESUMING COMPETENCE

The act and practice of Presuming Competence has been referred to as the *least dangerous assumption*, (Anne Donnellan, 1984) and applying this 'mindset' may be highly beneficial when selecting and implementing an AAC system for the individuals with whom we work. As parents, educators, therapists, and others, we all want our students to be able to say, 'whatever they want, however they want, whenever they want,' and once a student is exposed to and provided with a robust communication system it can provide them with opportunities to learn and use a rich core and fringe vocabulary to express themselves using a wide array of communication functions. Communication is a human right and we are in a position to open up their access to words that have power. When we Presume Competence, we believe everyone can learn.

WAYS WE CAN USE THE WORD

SHARE AN IDEA: (e.g., We should all get **together** sometime.)

EXPRESS AN OPINION: (e.g., He needs to get it **together**.)

GOSSIP: (e.g., I heard they did not work well **together** on the project.)

COMPLIMENT: (e.g., Your outfit and shoes go well **together**.)

INSTRUCT: (e.g., First, mix the flour and baking powder **together**.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students/Adults can discuss their favorite food combinations. Adults can model on the student's devices/low tech boards etc., foods they like to eat together. (e.g., I like to eat grapes and cheese **together**)

Circle: At the end of the day, adults can play “The More We Get **Together**” as a goodbye song before students pack up to go home. Adults can pause the song before “together” and have students fill in the blank using any mode of communication.

PLAY

Recess: During recess adults can make comments about students playing **together** and model on students' devices.

READING

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

[Drawn Together by Minh Lê Read by Erin McCall](#)

https://www.youtube.com/watch?v=Q6WxovaT5P0&ab_channel=ErinMcCall

[It's Great to Work Together by Jordan Collins Read by Storytime with Suzanne](#)

https://www.youtube.com/watch?v=CVvh1ABeDQ&ab_channel=StorytimewithSuzanne

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can practice asking their friends if they would like to play. Adults can model on devices how to ask friends to play and show what playing **together** nicely with friends looks like with a social story.



SENSORY MOTOR

Students can finger paint and mix paints **together**. Adults can assist adapt the activity and assist students as needed.

VIDEOS, MUSIC, ANIMATED SHORTS

[The More We Get Together by Barefoot Books Singalong](#)

https://www.youtube.com/watch?v=ynlmvWAdCug&ab_channel=BarefootBooks

[Come Together by The Beatles \(for older students\)](#)

https://www.youtube.com/watch?v=oolpPmuK2l8&ab_channel=TheBeatles-Topic

[Happy Together by The Turtles](#)

https://www.youtube.com/watch?v=9ZEURntrQOg&ab_channel=CameronPosh

[We're All In This Together by High School Musical Cast](#)

https://www.youtube.com/watch?v=DykVJl6wr_4&ab_channel=DisneyMusicVEVO

STRUCTURED ACTIVITIES

As an accompanying activity to *It's Great to Work Together*, Students and adults can discuss ways to work **together** with friends.

ART OR SCIENCE ACTIVITIES

Students can see what happens when you put mentos and cola **together**. Adults can create activity specific boards for students to use to make comments on the activity or model on their devices.



WORD WALL: Create a WordWall and add **'together'** 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 Abbie Duarte @ aduarte3@mail.sfsu.edu Thank you! Abbie Duarte is a second-year speech-language pathology graduate student at San Francisco State University. She is specializing in augmentative and alternative communication through San Francisco State University's federally funded Project Building Bridges. Through Project Building Bridges, Abbie 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: **Understand**

For Educators, Related Service Providers, and Parents

PRESUMING COMPETENCE

The act and practice of Presuming Competence has been referred to as the *least dangerous assumption*, (Anne Donnellan, 1984) and applying this 'mindset' may be highly beneficial when selecting and implementing an AAC system for the individuals with whom we work. As parents, educators, therapists, and others, we all want our students to be able to say, 'whatever they want, however they want, whenever they want,' and once a student is exposed to and provided with a robust communication system it can provide them with opportunities to learn and use a rich core and fringe vocabulary to express themselves using a wide array of communication functions. Communication is a human right and we are in a position to open up their access to words that have power. When we Presume Competence, we believe everyone can learn.

WAYS WE CAN USE THE WORD

REQUEST: (e.g., I want you to **understand** me. **Understand** this.)

GIVE INFORMATION: (e.g., I don't **understand** the lyrics of this song. I **understand** the game.)

ASK QUESTIONS: (e.g., do you **understand me**? Can you help me **understand** this?).

COMMENT: (e.g., I like that you **understand** this. This is easy/ hard to **understand**)

PROTEST: (e.g., I can't **understand** this. This is so hard to **understand**. You don't **understand** me).

CLARIFICATION: (e.g., I don't **understand** you. Can you say that again? I can't **understand**, can you say that again?)

ROUTINES

Academic activities in class: It is important to check for **understanding** when working with students with special needs. When giving directions in class, ask the students if they **understand** the steps/routines that they need to follow. When

teaching new concepts in class, ask the students if they **understand** what you are teaching them.

Circle Time: It is a common activity to go over the schedule of the day in circle time. When going over the schedule, you can ask the students if they **understand** what comes after or before recess, or before the end of the day. Also, you can always start your activities (e.g., calendar, weather, etc.) by telling the students how important it is to **understand** these concepts. For example, you can say (e.g., For today we are going over the weather. It is important to **understand** the different kinds of weather we have in the city, etc.).

Pre-Literacy activities in the classroom: before reading a book to the students, it's common to go over pre-literacy concepts such as the title of the book, front/back of the book, etc. Teachers can always cover this area by letting them know the importance of **understanding** those concepts (e.g., here is the title, is it important to **understand** this because every single book has a name/title). Make sure teachers' model this in the devices at the same time)

Reading comprehension activities: after reading a story with the students or after independent reading (for those students who read independently), teachers can have a section called "I **understand** what I read". In this section, teachers can ask the student to show their understanding by going over story grammar (asking all WH- questions). Make sure you model and use the word **understand** during this activity over and over. For example, you can say "first we want to **understand** "who" who means the people in the story. Who knows who was in the story? Next, we want to **understand** "where". "Where" means the place in the story, etc.

Board Games at home or with friends: Before playing the game, read the rules and ask if everyone **understands** the game. Encourage the student(s) to answer with complete sentences (e.g., yes, I **understand** the rules of the game). Don't forget to provide plenty of modeling.

Clarifications: Encourage students to clarify when they don't understand a concept teacher are teaching. For example, when teaching a concept, and you can see that the student is not grasping what you are teaching, teachers can model and say "Oh it seems that you don't **understand**. If we don't **understand**, we ask for help. If we don't **understand**, we ask for repetition, etc." You can do this throughout the school day in different activities.

How-to videos: some younger adults enjoy watching how-to videos on YouTube. In these videos, students learn how to make things, practice new hobbies, or learn something new. How-to videos usually go step by step and for some concepts, it is important to understand each step before moving to the next one. For example, in the video on how to mix colors when painting, we need to

understand the primary colors and how we can mix them to create new colors. Model this activity and check if the students **understand** each step before moving to the next one.

Here are some videos about this activity:

Acrylic Painting Tips for Beginners-How to Mix Colors by Easy Painting Vered
https://www.youtube.com/watch?v=gXAZ6b9y_Sw

How To Mix Colors for Kids, Toddlers, and Preschoolers by Kids Corner
<https://www.youtube.com/watch?v=dCMHw6NDJ0I>

PLAY

Before playing with the students, make sure you go over the rules and instructions of each game and check for **understanding**.

Here are some videos that show how to play common games:

[JENGA Board Game Rules & Instructions | How To Play Jenga ...](#) by Mr. Animate

[How to Play Apples to Apples](#) by Triple S Games by Triple S Games

[How to Play Bingo](#) by Triple S Games

For older students who can understand more abstract language concepts, consider playing Mad Libs. Here is a video to introduce this activity.

<https://www.youtube.com/watch?v=eeozSrFKJB0> by Elizabeth Rich

Recess: When playing in the playground during recess, teachers can go over the rules and responsibilities when playing there (e.g., put the toys away, wait for your turn, ask for help if you need to, etc.) and check for understanding. Teachers can say: “we need to **understand** the rules when playing. If we **understand** the rules, everyone will be safe and have a good time”. Don't forget to model. Teachers can do the same during free playing time in the classroom.

Teachers can also teach how to play common games such as hide and seek. [Play this video](#) by Steve and Maggie and/or [hopscotch](#) by Fit For A Fist. Model the word “**understand**” when teaching the game and go over the rules. There are other games that teachers can go over the instructions and use the word **understand** when teaching them such as playing marbles, play tag, play ball, etc.

READING

Here are some suggested books that target the word “**understand**”. When reading these books with the students, make sure you model the word “**understand**” every time it’s in the book. Also, even if the book doesn’t have many chances to practice “**understand**,” adults can add it and teach it. Just ensure that it is modeled, discussed, and utilized in an organic way.

[Understand and Care](#) by Cheri J. Meiners (EPIC website)

[Teach Your Dragon To Understand Consequences](#) by Steve Herman

[Things About Animals](#) by Student (Tar Heel Reader)

[Emelia Understands Equity: Fair Doesn’t Always Mean Equal](#) by Jeff Tucker

SOCIAL INTERACTIONS AND VIDEO MODELING

Students must participate in classroom activities where they have to interact with each other. For example, reading with a partner, group work, playing together, answering questions together, etc. Teachers can create posters where it shows the rules and examples of how those interactions should be. When presenting these, focus on the word **understand**. Introduce the idea stating that it’s important to **understand** the importance of interacting with each other in a safe/ fun way.

Here is a video about the importance of teaching rules from a young age. [Creating Classroom Rules With The Children](#) by CECE Early Childhood Videos at Eastern CT State U.

Here are some posters that teachers can add. Make sure you add the word **understand** for each poster. Example. This poster is to **understand** the classroom rules. This poster is to **understand** how to play in a team, etc.

[Teach Teachers PTO3](#) has many classroom rules posters that can be used. Just make sure to add the purpose of the poster and add the word “**understand**”.

[How to use the mask](#) is a new classroom rule that everyone must follow. This is also a great way to teach **understanding**. Teachers can write: To show and **understand** that we know how to protect ourselves from COVID, we wear a mask. Here are the steps.

[Posters for when students work in groups](#) by Kindergals (Pinterest)

[What friends do and don't posters](#) also are great ways to **understand** appropriate social interactions in class. This is a free download by Teaching Trove.

SENSORY MOTOR

A great way to teach the word **understand** is by using sensory-motor activities that target two opposite concepts (related to science also). For example, teach wet/dry, soft/hard, etc. Teachers can have sensory stations in the classroom or add them into the classroom schedule to teach this. For example, teachers can start the class by stating that they are learning to **understand** why water and sand feel different, etc. Expose the students with different textures and expand on the concept of **understanding** how different they are and why.

Here are some sensory-motor activities that can be implemented. Make sure you mention the purpose of this activity. What you want the student to **understand** with this activity. For example, the teacher can say: "Today we are going to use shaving cream and snow. We are going to **understand** how they are the same/ different. We are going to describe our sensations (perfect activity to teach descriptive language also). Have a poster with the word I **understand** and ask the children to describe it (how it smells, feels, etc.). And don't forget to model.

[Sensory Play For Autism](#) by Just A Different Life

[Easy & Educational Sensory Play Activity 2019](#) by Caitlyn Neier

[Fun Sensory Play Activities/Autism Spectrum Disorder](#) by Autism Sanctuary

[Pinterest](#) has great tools/ activities you can use for sensory-motor activities.

VIDEOS, MUSIC, ANIMATED SHORTS

We can learn many different concepts by listening to music. The topics are endless. E.g., we can understand feelings/emotions, weather, body parts, etc.

When singing these songs, always have the device and model as needed.

Understand Feelings:

The Feelings Song by Miss Moly <https://www.youtube.com/watch?v=-J7HcVLsCrY>

Feelings/Word Power By Pinkfong

<https://www.youtube.com/watch?v=a1NIWCr0R-k>

Inside Out: Guessing The Feelings by Laia Garcia

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

Understanding the Weather:

How's The Weather? by Super Simple Songs

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

Weather Song For Kids by The Singing Walrus

<https://www.youtube.com/watch?v=tfAB4BXSHOA>

Songs (For Adults)

Understand by Anna St. Louis <https://www.youtube.com/watch?v=6a5-tkK3Dy0>

You Don't Understand Me by Roxette

https://www.youtube.com/watch?v=JcxFiVL_A4g

Don't Let Me Be Misunderstood By Nina Simone

<https://www.youtube.com/watch?v=9ckv6-yhnl>

[Lyrics.com](https://www.lyrics.com) has a list of different songs (different styles) that have “**understand**” in the lyrics. The song(s) can be purchased from the website or consider searching for the specific songs the student likes on YouTube or other music platforms.

<https://www.lyrics.com/lyric/7988681/Anna+Gilbert/Understand>

STRUCTURED ACTIVITIES

After teaching academic concepts, students can be encouraged to state whether or not they **understood**. This is a great way to practice the word **understand**, but also students learn that it's okay if they don't **understand** and they can ask for help when they need to. Encourage them to use their devices to say “teacher I **understand** this. I don't **understand**, I need help.”

Teaching structured activities targeting the word **understand** is similar to the section above. You can teach any concept. It is important for the teacher to state the goal of each activity. E.g., We are going over the alphabet because it's important to **understand** this concept. At the end of each activity, teachers can go over each student and ask if the student **understood** or not. Make sure the students use their devices.

ART OR SCIENCE ACTIVITIES

Science projects: YouTube has many videos of students performing science projects. After watching those videos, teachers can ask the students what they **understood** from those videos. Teachers can have a poster called “I **understand** ...” and have different sections. For instance, they can do “I **understand** the tools used, I **understand** the procedure, I **understand** the results of the experiment. I **understand** the purpose of the experiment”. Break the videos into different parts, that way there are more chances to practice the word **understand**.

and ask them to **write** keywords about the activity, (e.g., what they liked, did not like, what happened in the project, etc.). Some of the experiments are very simple and can be done at home. Some of the experiments also involved some type of writing. Here are some videos:

Ryan Learns Easy DIY Science Experiment for Kids with How to Make a Homemade Volcano by Ryan’s World

<https://www.youtube.com/watch?v=pFeaxO4-E8>

9 Easy Science Experiments To Do At Home by Crafts for Kids

<https://www.youtube.com/watch?v=20TY0osAy3Q>

Play/ 5 Weather Science Experiments! By WhatsUpMoms

<https://www.youtube.com/watch?v=2TE56FxH-ao>

School Science Projects Robotic Arm by DIY Projects

<https://www.youtube.com/watch?v=AOVD7WgFP2s>

Baking Soda and Vinegar- Balloon Experiment-Science Project for Kids by MocomiKids https://www.youtube.com/watch?v=V_Hn6pT4M-Y

Art Projects:

Have a poster with the core word **understand** and ask the students to decorate it. Use crayons, colors, etc., and make sure to make it fun.

Coloring sheets in which the students show understanding of concepts they are learning such as feelings. Here are some free coloring sheets (just make sure, you add the word **understand** when teaching this). Model, model, model

Understanding feelings:

Draw My Feelings by MyleMarks

https://www.mylemarks.com/store/p198/Draw_My_Feelings.html

[Sometimes I feel like a...](#) By The Teacher Treasury (an article with great ideas on how to **understand** feelings)

Understanding how to recycle:

[Upcycled Craft: Milk Carton Bird Feeder](#) by PrimRose Schools

[Free Recycling Sort](#) by Simply Kinder

Understanding the parts of a plant/flower

[Parts of a Bean Plant Diagram Art](#) by Share and Remember

[Parts of a Plant](#) by Primary Theme Park

Again, Pinterest is your best friend. Search for arts/craft activities. Just make sure you go over the core words when introducing the activity.

USE OF APPS OR OTHER TECHNOLOGY

Students can request music or videos and parents can ask if they **understood** the lyrics and/or the video. Make sure adults model the activity first.

There are many free/low-cost apps that focus on different academic/non-academic concepts that you want students to learn. When working with these apps, make sure the adult is modeling the keyword while performing the activity. Here are some useful apps.

Khan Academy Kids. offers read and literacy activities for free. Android, iPhone, and iPad available.

Dic Dic. Offers opportunities for the students to learn spelling and writing. \$2.99

Time, Money, and Fractions on Time. This app allows students to understand the concept of money, time, and other math-related concepts. \$4.99

Duolingo. Free app where students can learn/understand different languages. Android, iPhone, and iPad available.

Math Learning Center. Free app with math concepts. These can be used on older students since it has sections in geometry.

Kids World Atlas. This app allows the student to **understand** and learn more about geography. Free.

Social Studies for Kids. This app allows the student to learn about geography, cultures, history, animals, etc. \$9.99

WORD WALL: Create a WordWall and add different words to the list. When going over the words, make sure you check for **understanding** not only the location of the word in their devices but **understand** the meaning of each word you are teaching (e.g., Do you **understand** what I just said? Show me that you **understand** this).

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 **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

*last tip:

This word is a unique word to teach even though we always use it. **Understand** is a word that you can teach in every single activity you are doing with your students. Just think about what you are teaching and be specific on what you want the student to **understand**. Model this word as many times as you can, in an organic/natural way.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Diana V Angeles.MS., CCC-SLP @ diana.v.angeles@gmail.com Diana is a Spanish- Bilingual Speech Language Pathologist who has been working in moderate to severe classrooms serving students in the spectrum. Thank you!

CORE WORD: **Proud**

For Educators, Related Service Providers and Parents

PRESUMING COMPETENCE

The act and practice of Presuming Competence has been referred to as the *least dangerous assumption*, (Anne Donnellan, 1984) and applying this 'mindset' may be highly beneficial when selecting and implementing an AAC system for the individuals with whom we work. As parents, educators, therapists, and others, we all want our students to be able to say, 'whatever they want, however they want, whenever they want,' and once a student is exposed to and provided with a robust communication system it can provide them with opportunities to learn and use a rich core and fringe vocabulary to express themselves using a wide array of communication functions. Communication is a human right and we are in a position to open up their access to words that have power. When we Presume Competence, we believe everyone can learn.

WAYS WE CAN USE THE WORD

COMPLEMENT: (e.g., you should be **proud**)

SHARE INFORMATION: (e.g., I am **proud** of you)

ASK A QUESTION: (e.g., are you **proud**?)

AFFIRM: (e.g., yes, I am **proud**)

ROUTINES AND SCHEDULES

Circle: After each student shares during circle time, the rest of the class can say that they are **proud** of them.

Recess: Students can go around at recess and cheer each other on by saying "I am **proud**" to their friends. Students can also use proud to indicate that they are **proud** of themselves.

Snack time: Students and adults can use '**proud**' to indicate to their friends that they are proud of them for trying a new food during snack time.

PLAY

Adults and students can express that they are **proud** of one another while they are playing any game, especially if it is a new game.

During imaginative play, students can use puppets, dolls or action figures and do tricks or perform a song and tell one another they are **proud** of each other.

READING

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

I am proud of myself by Laurie Wright, courtesy of Leah Wesley:

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

This is a book about mantras and how to remember to be **proud** of yourself no matter what. As long as you keep on trying, you can overcome obstacles and barriers and be successful and **proud** of yourself!

The Proudest Blue by Ibtihaj Muhammad and S.K. Ali, courtesy of Sankofa Read Aloud: <https://www.youtube.com/watch?v=XJiTBmfy-LI>

This story is about Asiya and her sister. They are getting ready for their first day of school and are going out to buy a hijab. They are so **proud** of the blue of the hijab that Asiya wears on her first day of school.

We are so proud by Donna Longo, courtesy of J&D Play Fun:

<https://www.youtube.com/watch?v=O3cVrCT2HVg>

This book is about how **proud** a teacher is of her class for completing a project together. Their project is all about cooperation as they have to paint an American Flag together.

Pride: The story of Harvey Milk and the Rainbow Flag by Rob Sanders, courtesy of Brightly Storytime: <https://www.youtube.com/watch?v=2LU2daQ2exs>

This story talks about Harvey Milk and the steps that he took as a politician to make a change in American society.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can choose a friend (or more than one) and tell them why they are **proud** of them.

SENSORY MOTOR

Students and adults can pat each other on the back and give each other a thumbs up to indicate that they are **proud** of them.

VIDEOS, MUSIC, ANIMATED SHORTS

Proud to be Me, courtesy of Za's Zoo TV:

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

Proud Song, courtesy of Sesame Street:

<https://www.youtube.com/watch?v=v1eCtYSg8QY>

I'm proud to be me, courtesy of kids infantil video:

https://www.youtube.com/watch?v=ji7S_0ISRQw

Proud!, courtesy of Treehouse Direct:

<https://www.youtube.com/watch?v=OOpPVBgW6JQ>

YOUNG ADULTS:

Proud Mary by Tina Turner, courtesy of Tina Turner:

<https://www.youtube.com/watch?v=Gciy9oG5678>

Proud by John Splithoff, courtesy of John Splithoff:

https://www.youtube.com/watch?v=yIJ3j_pcNcQ

Proud by Heather Small, courtesy of Card AndrewDJ:

<https://www.youtube.com/watch?v=LEoxGJ79PMs>

Proud by Marshmello, courtesy of Marshmello:

<https://www.youtube.com/watch?v=-ot6NLSbxjg>

STRUCTURED ACTIVITIES

Adults can explicitly teach students what the word **proud** means and they can use this video to start a discussion about what they are **proud** of.

What Are You Proud Of? | 0-100 courtesy of SoulPancake:

<https://www.youtube.com/watch?v=keibTBgigQ8>

ART OR SCIENCE ACTIVITIES

Using a picture of the student, construction paper, markers, stickers and any other available art supplies adults and students can create a **proud** masterpiece. First students can write a few reasons why they are **proud** of themselves and then adults and friends can write reasons why they are **proud** of that student.

USE OF APPS OR OTHER TECHNOLOGY

Tarheel Reader: Students can create different books about different things they are **proud** about. They can decorate their books and use their art project from above as inspiration. After they make the books, they can share them during reading time with the class.

WORD WALL: Create a WordWall and add '**proud**' 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 or Beth Lytle @blytle@mail.sfsu.edu

Thank you!

CORE WORD: **Favorite**

For Educators, Related Service Providers and Parents

PRESUMING COMPETENCE

The act and practice of Presuming Competence has been referred to as the *least dangerous assumption*, (Anne Donnellan, 1984) and applying this 'mindset' may be highly beneficial when selecting and implementing an AAC system for the individuals with whom we work. As parents, educators, therapists, and others, we all want our students to be able to say, 'whatever they want, however they want, whenever they want,' and once a student is exposed to and provided with a robust communication system it can provide them with opportunities to learn and use a rich core and fringe vocabulary to express themselves using a wide array of communication functions. Communication is a human right and we are in a position to open up their access to words that have power. When we Presume Competence, we believe everyone can learn.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., That's my **favorite** game)

ASK QUESTIONS: (e.g., What's your **favorite** food?)

ANSWER QUESTIONS: (e.g., Blue is my **favorite** color)

COMMENT: (e.g., I think she's your **favorite**).

NEGATION/DENY: (e.g., It's not my **favorite** one.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can share a special meal or potluck. Every student can bring their **favorite** dish and explain to their peers why the dish is so special to them. Students can use their "describe" page on their talkers to discuss taste (e.g., sweet, spicy), temperature (e.g., hot, cold), texture (e.g., smooth, creamy), and how the dish looks (e.g., color, size) as well as the "groups" page to navigate to ingredients (e.g., fruits, vegetables, condiments, etc.).

Circle: Students can take turns each week sharing a **favorite** toy with their peers as a "Show and Tell" activity. Students can describe why they like it, including

what it does (e.g., it bounces!), what it feels like (e.g., it's soft), what it looks like (e.g., it's sparkly), and memories with the toy (e.g., I took it to the beach).

PLAY

Toys and Games:

Adults can support students to ask questions, such as, ("What is your **favorite** (insert type of toy here), such as car, truck, ball, puzzle ____? Adults can talk with the students about why it is their favorite, such as size, shape, color, functions.

Students can take turns choosing their **favorite** board games to play with and can utilize their talker(s) to describe it, (e.g., Guess Who, (it's the one with people's faces and you try to guess who they are).

Students can cook their **favorite** foods in the play kitchen. The use of toy foods is very helpful.

Ice Cream Manipulatives: This toy set by Melissa and Doug provides a fun opportunity for students to order/select/choose their favorite ice cream.



[Link to ice cream set Scoop and Stack Wooden Ice Cream Cone Playset on Melissa and Doug Website](#)

Students can select their favorite pizza toppings with this pizza set by Melissa and Doug and there are many other such toys. Additional toppings can be created with paper symbols or other play toy food items.



[Link to Pizza Party- Wooden Play Food on Melissa and Doug website](#)

Recess:

Adults can provide visuals of the toys that are available at recess and each student can choose their '**favorite**' to play with.

Students can sit in a circle and pass around a ball and state what their **favorite** items are in specific categories, (e.g., animals, colors, shapes, food, toppings on pizza). This is a great categorization game and the use of the AAC system can be integrated.

READING

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

[My Favorite Thing \(According to Alberta\)](#), by Emily Jenkins | KIMME

<https://www.youtube.com/watch?v=ppMonRrjWc4&t=4s>

[Love is My Favorite Thing](#), by Emma Chichester Clark | Read Aloud Flip-Along Book | Brightly Storytime

<https://www.youtube.com/watch?v=BV4kfBmMjuk>

[My Favorite Things](#), by Colleen S. Grandt | Loving2Learn

<https://www.youtube.com/watch?v=cPs8c0RQ2Po>

SOCIAL INTERACTIONS AND VIDEO MODELING

[Kids Show and Tell: Favorite Toy](#) | Show and Tell | HiHo Kids

<https://www.youtube.com/watch?v=3mlEOISTlI8&t=15s>

This video models how students can share their favorite toys in a “show and tell” activity. The students share why they like the toy, what it looks like, and how they play with it.

SENSORY MOTOR

Students can take turns modeling a **favorite** dance move for their peers to imitate. Students can switch to another peer’s favorite move when the music stops.

VIDEOS, MUSIC, ANIMATED SHORTS

[What's Your Favorite Color?](#) | Kids Songs | Super Simple Songs

https://www.youtube.com/watch?v=zxlpA5nF_LY

[My Favorite Things Song](#) | What's Your Favourite...? Kids Song | English Tree TV

<https://www.youtube.com/watch?v=fn4dpFmbbHk>

[My Favorite Things from The Sound of Music](#) | Rodgers & Hammerstein

[Sesame Street: What is Ernie's Favorite Shape?](#) Courtesy of Sesame Street

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

[What's Your Favorite Flavor Of Ice Cream?](#) | Kids Songs | Super Simple Songs

[Smash Ultimate characters and their favorite PIZZA TOPPINGS](#) Courtesy of MV Perry

Young Adults

[My Favorite Mistake](#) | Sheryl Crow | Sheryl Crow

<https://www.youtube.com/watch?v=AmllUKo4dQc>

[All My Favorite Songs](#) | Weezer | Soul Music

<https://www.youtube.com/watch?v=9-Rde6qt4Cc>

STRUCTURED ACTIVITIES

Adults can provide a variety of books for students to review and each student can select their **favorite** one. Although many of the books will be available in the classroom, the one with the most votes will be the one read aloud in class.

Students can discuss why the book was their **favorite**. Maybe it was the topic, or the pictures or because it was funny or because they had read it before and couldn't get enough of it?

Older students/young adults with access to a kitchen can provide their **favorite** recipes and cook/bake the item(s) as part of a group.

Predictable Chart Writing: Adults can lead Predictable Chart Writing activities with students who can share: their **favorite** places to go, their **favorite** vacation(s), **favorite** ice cream flavors, pizza toppings and **favorite** TV shows or movies. This writing activity can spur a discussion about the various topics.

ART OR SCIENCE ACTIVITIES

Students can create a collage of their **favorite** things from a variety of categories. Students can then share their collages with their peers as a "getting to know you" activity.

USE OF APPS OR OTHER TECHNOLOGY

Google Slides collage: Adults can create classroom, 'group' or individual collages in 'real time' obtaining information on some of their favorite things. Such a collage could be shared electronically or printed to create a great visual for a writing activity. (free)

[Toca Tea Party](#)- This fun, interactive app provides a way for students/individuals to have a 'pretend' tea party and they can choose their favorite tablecloths,

plates, drinks, and sweet treats. This app provides excellent opportunities for interactions, requesting and commenting. (cost \$3.99)

Toca Kitchen- Students can cook and have their characters eat some of their favorite foods (cost \$3.99)

More Pizza by Maverick Software- This app is so interactive and could be utilized in small or large group settings, if the iPad was shared via Zoom or on a smart board or document camera/projector. Individuals can choose their favorite pizza shapes, toppings and then eat it, 'electronically.' YUM. (Cost 99 cents)

WORD WALL: Create a WordWall and add '**favorite**' 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 Sophie Goodwin, M.S., CCC-SLP. Sophie Goodwin has a "core word" focused Boom Cards store, [Core Communication](#). Please also contact Michaela Sullivan, Speech-Language Pathologist

@ michaelasullivan2@gmail.com.

Thank you!

CORE WORD: **How**

For Educators, Related Service Providers and Parents

PRESUMING COMPETENCE

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WAYS WE CAN USE THE WORD

QUESTION (e.g., **How** are you? How should we work? How many?)

ASK FOR HELP (e.g., **How** do I do that?)

COMMENT (e.g., **How** on Earth?!)

CONTRIBUTE AN IDEA (e.g., **How** about...)

ROUTINES AND SCHEDULES

Snack/mealtimes: While passing out snacks, adults can ask, "**How** many (crackers, cookies, pretzels) do you want?"

Circle: Students and adults can take turns asking others, "**How** are you?" or "How do you feel?"

Students and adults can ask, "How is the weather today?"

[How's The Weather? Courtesy of Super Simple Songs](#)

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

Students and adults can count how many students are here today and how many students are absent.

Students and adults can count how many days are left in the school year (or how many days they've been in school).

PLAY

Toys and Games:

Board games: When setting up a new game, adults can model, "Hmm, **how** do we play this game" as they look at the directions.

Cars/trains: Students and adults can take turns maneuvering cars or trains. They can ask, "How should I move it?" or "How do I get there?"

Restaurant/kitchen: Students and adults can ask, "How can I help you?" or "How would you like that prepared?" or "How much does that cost?"

Legos/blocks: As students or adults build towers, others can comment, "I wonder how high we can make it" or "Wow, look how high that is!"

Recess: Students can invite friends to play a game with them or go on certain equipment. They can ask, "**How** about we play tag, walk around, go down the slide?"

READING

[How Full is Your Bucket, written by Tom Rath and Mary Reckmeyer, courtesy of Stories for Kids](#)

<https://www.youtube.com/watch?v=K3LOdVmAhLU>

Students can read the following stories about emotions and discuss **how** we know the person is feeling that way (big smile, red cheeks, eyebrows scrunched up, etc.):

[The Way I Feel, written by Janan Cain, courtesy of A Story for Boo](#)

<https://www.youtube.com/watch?v=MSdSWlfCpJ8>

[Today I Feel Silly, written by Jamie Lee Curtis, courtesy of Green Fig Read-Aloud](#)

<https://www.youtube.com/watch?v=Sr13yipIToM>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can watch the following video, which models reciprocal conversation and includes questions such as, “**How** are you?”:

[Reciprocal Conversation, courtesy of Autism Life Skills Videos -Studios of Awesomeness](#)

<https://www.youtube.com/watch?v=YjBO1bONqgc>

SENSORY MOTOR

Adults can write down various exercises and put them in a bowl or bucket (hop like a frog, crawl like a crab, jump like a kangaroo). Students or adults can ask, “**How** should we move?” Someone can then pick an activity and students can move in that way.

VIDEOS, MUSIC, ANIMATED SHORTS

[Florida Georgia Line - This Is How We Roll ft. Luke Bryan](#)

https://www.youtube.com/watch?v=CbxuXq_981s

[Matchbox Twenty - How Far We've Come \(Official Video\)](#)

<https://www.youtube.com/watch?v=5d7EbtLb8ok>

[How | Core Vocabulary Song, courtesy of Speech and Language Songs](#)

<https://www.youtube.com/watch?v=75TFwvDqbY0&t=83s>

[NEW! Meet the Sight Words - "how", courtesy of Preschool Prep Company](#)

<https://www.youtube.com/watch?v=z8-vpNdY460>

[Auli'i Cravalho - How Far I'll Go \(from Moana/Official Video\), courtesy of DisneyMusicVevo](#)

<https://www.youtube.com/watch?v=cPAbx5kgCJo>

STRUCTURED ACTIVITIES

Students can throw various objects (ball, paper airplane, etc.), and with each throw, they can measure **how** far it went.

Students can participate in a predictable chart writing activity, completing the sentence starter: I know how to...

Students can play a "would you rather" or "this or that" game, voting for their choice. When all players have voted, they can count how many people made each choice.

Students can read about various life skills activities using these [free interactive and adapted books, courtesy of Mrs. P's Specialties](#). The book, "How To Cross The Road Safely" focuses on the steps for crossing the road. The book, "How To Make A Sandwich" focuses on the steps for putting a sandwich together independently.

<https://www.teacherspayteachers.com/Product/How-To-Life-Skills-Interactive-Books-Special-Education-and-Autism-Resource-3498640?st=95ababdfba083ae7fdc49f751f6aef5>

ART OR SCIENCE ACTIVITIES

Students can learn **how** to draw a fishbowl, step by step, courtesy of Art For Kids Hub.



[How to Draw a Fish Bowl](https://www.artforkidshub.com/draw-fish-bowl-preschool/)

<https://www.artforkidshub.com/draw-fish-bowl-preschool/>

The above site has hundreds of how to draw video tutorials, so if fishbowls aren't a hit, try another!

Students can check out the YouTube playlist, courtesy of Squirrel Girl, with lots of "How It's Made" style videos just for kids--like how sprinkles are made, how crayons are made, how Legos are made, and much more!

[How It's Made Kids Playlist](https://www.youtube.com/playlist?list=PLhjkEO6xHv7abdD88BoOwT5dDrYYJ55AT)

<https://www.youtube.com/playlist?list=PLhjkEO6xHv7abdD88BoOwT5dDrYYJ55AT>

USE OF APPS OR OTHER TECHNOLOGY

Boom Cards:

[How Can You Tell...using your senses to problem solve, courtesy of The Speech Banana](https://wow.boomlearning.com/deck/how-can-you-tell-using-your-senses-to-problem-solve-aPD2YsrAEdFC4Rm4w)

<https://wow.boomlearning.com/deck/how-can-you-tell-using-your-senses-to-problem-solve-aPD2YsrAEdFC4Rm4w>

[How Many Magic Beans, courtesy of Wajihha](#)

<https://wow.boomlearning.com/deck/how-many-magic-beans-kQ3BMBgFxyRAwe7jp>

[How Many Emojis, courtesy of Sonoran SPED](#)

<https://wow.boomlearning.com/deck/how-many-emojis-RDMvaNmh2sENT62mL>

[How Many? Ocean Theme, courtesy of Sonoran SPED](#)

<https://wow.boomlearning.com/deck/how-many-ocean-theme-RXjxg5i2CpRTsis35>

[Subitize to 5+, courtesy of Let's Get Teaching](#)

<https://wow.boomlearning.com/deck/subitize-to-5--ShSGX5RknjCLmytjy>

Students can look up weekly grocery store ads to find the sales price of certain items to know how much the items cost. They can use store websites to compare costs of two similar items.

WORD WALL: Create a WordWall and add “**how**” 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!

June

<p>say</p> <p>+ - ?</p>	<p>think</p> <p>+ - ?</p>	<p>soon</p> <p>+ - ?</p>	<p>later</p> <p>+ - ?</p>
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
<p>together</p> <p>+ - ?</p>	<p>understand</p> <p>+ - ?</p>	<p>proud</p> <p>+ - ?</p>	<p>favorite</p> <p>+ - ?</p>
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
			<p>how</p> <p>+ - ?</p>
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:

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