AAC STRATEGY OF THE MONTH

WAIT TIME

As you know, individuals with Complex Communication Needs who express themselves using AAC require more time to think of, formulate and express themselves. Providing adequate 'wait time' is an important consideration for communication partners while interacting and engaging with persons who use AAC systems. Sometimes the need to 'wait' may seem uncomfortable at first but over time, practice and when given focused attention, the amount of wait time needed for each individual will become more natural. As communication partners we can wait expectantly for AAC users to respond and engage.

A study by Hilary Johanna Mathis, https://ir.canterbury.ac.nz/handle/10092/3878 revealed that the use of a wait time of up to 45 seconds supported users in expressing more words and engaging in more conversational turns. (Assistiveware)

Please find the following additional resources on providing wait time below. These resources will be helpful for individual learning and/or for team training.

Resources:
On Not Talking (The Perfect Pause) by Carole Zangari
https://praacticalaac.org/praactical/on-not-talking/

The Do's and Don'ts of Wait Time by Assistiveware
https://www.assistiveware.com/blog/dos-and-donts-aac-wait-time#:~:text=A%20study%20by%

How I do it: Teaching the AAC Helpers by Amanda Samperi
https://praacticalaac.org/praactical/how-i-do-it-teaching-the-aac-helpers/

Videos:

Hannah Foley & Rachel Madel - Importance of Wait Time for AAC Users
https://www.youtube.com/watch?v=magq3jE4Yto (Talking with Tech)

AAC Teletherapy: Pronouns, Modeling & Wait Time by Sarah Gregory SLP https://www.youtube.com/watch?v=PUJBedEeGTg (Sarah integrates the use of a visual timer to enhance awareness of wait time).

AAC Tip #8 Wait https://www.youtube.com/watch?v=AbzD2kE7818 by At Dept_Staff - SpecialEducationSvcs

CORE WORD: You

For Educators, Related Service Providers and Parents

Wait Time: Last month we addressed Aided Language Stimulation, this month we take a look at wait time. Providing adequate 'wait time' is an important consideration for communication partners while interacting and engaging with persons who use AAC systems. Sometimes the need to 'wait' may seem uncomfortable at first but over time, practice and when given focused attention, the amount of wait time needed for each individual will become more natural. As communication partners we can wait expectantly for AAC users to respond and engage.

WAYS WE CAN USE THE WORD

DIRECT OTHERS (e.g. **you** do it)

DIRECT ACTIONS (e.g. **you** hang)

ASK QUESTIONS (e.g. **you** like?)

COMPLEMENT (e.g. **you** awesome)

ROUTINES AND SCHEDULES

Circle: Students can use **you** to tell a friend that it is their turn to share at circle time (e.g. "you go" or "you turn").

Attendance: Adults can ask the students "*(insert student's name)*, **you** here?" Adults can answer their own question when students are learning and not sure what to say "*(insert student's name)* **you** are here."

Snack/mealtimes: Students can ask about or comment on a friend's food (e.g. "**you** eat crackers" or "what are you eating?").

Students can hand out napkins to other students and say "**you**" to each person as they hand out each napkin indicating to their friends that the napkin is for them.

PLAY

Toys and Games: Students can use **"you"** to indicate who's turn it is during each and every game.

During a board game such as chess, students can indicate it is someone else's turn by saying "now you" or just "you." After an adult takes a turn, they can model for students by looking at the student, gesturing with their body (e.g., pointing) and saying "you."

Recess: Students can play tag and say 'you' where tag normally is (e.g. "you it!" or "I got **you**")

In sharpie on a rubber ball, adults can write "you" on one side and "me" on the other side. Together, adults and students can roll this "me/you" ball to their friends. Adults can model "you" as the roll it to whomever they choose to roll it too.

READING

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

[I Love You Because You're You By: Liza Baker, Illustrated by David McPhail Read](#)
[Aloud Reece Reads: Nursery Rhymes](#)

[Because of You - B. G. Hennessy & Illustrated by Hiroe Nakata](#)

[I Am - Judi Abbot (You remix - Alisa)](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

[AAC Everyday- Core Vocabulary Modeling "YOU" Sarah Weber](#)

Students can interview their friends to practice using "you" in context. There are some sample questions below, but adults and students can get creative and ask any questions they may come up with.

You Scavenger Hunt: Together, students and adults can walk around school and direct others to do actions (e.g., jump on one foot, turn around, clap, sing, dance, etc..) by saying "**you** *insert action here"*. This can be photographed and added to the "You" Book that is explained more below.

SENSORY MOTOR

Students can have a "**you**" dance party where students and adults gather in a circle and take turns going in the middle. Whoever is in the middle of the circle chooses the next friend at the end of their turn by using "you" (e.g. "you dance", "you next" or "you turn").

STRUCTURED ACTIVITIES

The pronoun **you** is used when we are involving somebody else. Whether we are telling them what to do, asking a question, or alerting them of something, "you" is always directed at someone else, as opposed to "me" or "I") and can create structured and more natural opportunities throughout the day for students to practice through using any of the other "you" activities mentioned on this page.

Adults can explicitly teach and model you with visual cues and gestures such as body orientation, pointing, and eye contact (e.g., "I am Miss Alisa, you are Keyshawn, you are Alina, you are Anna").

ART OR SCIENCE ACTIVITIES

Students can create an art project to give to a friend of their choice titled. **"This is for you"** or **"I made this for you"** at the top.

Pronoun Cheat Sheet: Students can trace their hand (with help if needed) and cut it out. On the index finger, adults can help students write "you" as well as put the symbol for you to emphasize that "you" is referring to somebody else.

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello,* or any other story generating app, create a "you" story for the student(s). Adults can take pictures of the students doing the above activities (e.g. handing a friend a toy, giving a friend the craft, adults modeling with the students - pointing, etc..) and on each page write a sentence "**you** _____". If possible, include the icon sequence for "you" to make

modeling easier for all communication partners, and so the child can visually see their system's representation of awesome in their story! Read the story with the students.

VIDEOS, MUSIC, ANIMATED SHORTS

Do You Believe in Magic Aly & AJ

Sight word: "You" Song - Sollyinfusion

WORD WALL: Create a WordWall and add **'you'** 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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Alisa Lego @ Instagram handle **@newfriendscollective.**

Thank you!

CORE WORD: Eat

For Educators, Related Service Providers and Parents

Wait Time: Last month we addressed Aided Language Stimulation, this month we take a look at wait time. Providing adequate 'wait time' is an important consideration for communication partners while interacting and engaging with persons who use AAC systems. Sometimes the need to 'wait' may seem uncomfortable at first but over time, practice and when given focused attention, the amount of wait time needed for each individual will become more natural. As communication partners we can wait expectantly for AAC users to respond and engage.

WAYS WE CAN USE THE WORD

REQUEST: May I **eat**?

DIRECT AN ACTION: You go **eat**.

DESCRIBE: He is **eating** an apple.

ANSWER A QUESTION: The cat is **eating**.

ROUTINES AND SCHEDULES

Snack/Lunch/Mealtime: When students are sitting down to eat. An adult can talk about what the student is eating. (e.g., "Oh, you are **eating** goldfish.")

Other ideas: After dinner, everyone can ask "What did you eat?", using their voice and the talker.

PLAY

Students and adults can pretend to cook in a kitchen. They can ask each other what they want to **eat** and take turns making the food for each other. They can expand on what they are pretending to eat during this play.

Students and adults can use stuffed animals or other toys and pretend they are hungry and talk about what the animals or toys want to eat.

READING

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

Green eggs and Ham by Dr. Suess read by Storytime with Miss Jeannie

https://www.youtube.com/watch?v=jdotPwVJYzs&t=8s&ab_channel=StorytimewithMissJeannie

How do Dinosaurs eat their food? By Jane Yolen read by Storytime Castle

https://www.youtube.com/watch?v=UgauDlXG4eY&ab_channel=StorytimeCastle

SOCIAL INTERACTIONS AND VIDEO MODELING

During the circle, the adult can ask the students to take turns telling everyone what they like to eat. Students can practice saying "I like to **eat** ____". After

they take turn saying what they like to eat, this can then be further expanded into a structured activity. Please see structured activities for expansion on this.

SENSORY MOTOR

An adult can have a rice box or other sensory bin and have small figures of different foods hidden in the box. Students and adults can take turns finding the different foods. After they have found the foods, they can say the sentence "I **eat** ____ (apple, grapes, bananas, etc.)"

STRUCTURED ACTIVITIES

Expanding on the social interaction above, after the students talk about what they like to eat, the adult can run an activity where the students group the foods together in similar categories. If one student likes to eat goldfish, and one student likes to **eat** crackers, they can both be in the crunchy foods' category.

The adults could use a writing chart, (paper, a white board or virtually on Google Slides) to ask about items that the students like to eat (e.g., I like to eat pizza, I like to eat carrots, etc.).

| I like to eat _____ |
| I like to eat _____ |
| I like to eat _____ |

I like to eat _____

VIDEOS, MUSIC, ANIMATED SHORTS

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

Eat, core vocabulary song by Speech and Language Songs:

https://www.youtube.com/watch?v=yYf_UXoMvCQ&ab_channel=SpeechandLanguageSongs

The Very Hungry Caterpillar by Eric Carle animated by Illuminated films:

https://www.youtube.com/watch?v=75NQK-Sm1YY&t=7s&ab_channel=IlluminatedFilms

Apples and Bananas by Super Simple Songs:

https://www.youtube.com/watch?v=r5WLXZspD1M&ab_channel=SuperSimpleSongs-KidsSongs

Animated Short, Ormie the Pig by Jam Filled:

https://www.youtube.com/watch?v=EUm-vAOmV1o&list=PLkqqbry9A6FvquWV0BNs_ZYuRWfTIz_ZX&index=18&ab_channel=JamFilled

ART OR SCIENCE ACTIVITIES

This art project has the Very Hungry Caterpillar and the different foods that he **eats** through. As students make the different foods, it can be discussed as to what the caterpillar is **eating.** Instructions for this art project can be found at https://mommyapolis.com/tag/the-very-hungry-caterpillar-art-projects/

USE OF APPS OR OTHER TECHNOLOGY

Toca Kitchen Monsters: Talk about how the monster can eat different foods from the kitchen. In the app, there are different scenes. In one scene, the user is feeding food to the Monster, an adult can model "let's have the monster **eat** the fruit", etc.

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

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

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

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 Beth Lytle @ **blytle@mail.sfsu.edu**

Thank you!

CORE WORD: Drink

Wait Time: Last month we addressed Aided Language Stimulation, this month we take a look at wait time. Providing adequate 'wait time' is an important consideration for communication partners while interacting and engaging with persons who use AAC systems. Sometimes the need to 'wait' may seem uncomfortable at first but over time, practice and when given focused attention, the amount of wait time needed for each individual will become more natural. As communication partners we can wait expectantly for AAC users to respond and engage.

WAYS WE CAN USE THE WORD

REQUEST: I want a **drink**.

DIRECT AN ACTION: Make me a **drink**.

DESCRIBE: He is **drinking**.

ASKING A QUESTION: What can I **drink**?

ROUTINES AND SCHEDULES

Snack/Lunch/Mealtime: When students are sitting down to eat. An adult can talk about what the student has to **drink**. (e.g., "Do you have water or juice to **drink**?")

Other ideas: After meals, everyone can ask each other what they had to **drink** with their meals using their voice and/or talkers.

PLAY

Students and adults can pretend to have a lemonade stand. They can make the lemonade together and ask different customers what they want to **drink**. Stuffed animals, toys, and other people in the environment can all be used to pretend to be customers.

READING

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

Froggy's Lemonade Stand by Jonathon London, read by AwesomeVille Story Time

https://www.youtube.com/watch?v=GfIRr-Iu2vA&ab_channel=AwesomeVillePlayTime

Lemonade for Sale by Stuart J. Murphy, read by firstgradeSMES

https://www.youtube.com/watch?v=Tk9KWw4q9Fk&ab_channel=firstgradeSmes

SOCIAL INTERACTIONS AND VIDEO MODELING

During the circle, the adult can ask the students to take turns telling everyone what they like to drink. Students can practice saying "I like to **drink** ____". After

they take turns saying what they like to eat, this can then be further expanded into a structured activity. Please see structured activities for expansion on this.

SENSORY MOTOR

At a water table or using a sensory bin, a student and adult can use a cup to scoop the water or rice or sand. While using the cup to scoop, it can be discussed that you use a cup to **drink** from, but you would not drink the rice/sand/water from the water table.

STRUCTURED ACTIVITIES

Expanding on the social interaction above, after the students talk about what they like to drink, the adult can run an activity where the students put their favorite drinks in different piles if they are the same. Then after all drinks have put accounted for, the class can add up how many students like to **drink** the same drink.

The adults could use a writing chart, (paper, a white board or virtually on Google Slides) to ask about items that the students like to drink (e.g., I like to drink water, I like to drink juice, etc.).

I like to drink _____
I like to drink _____

I like to drink _____
I like to drink _____

VIDEOS, MUSIC, ANIMATED SHORTS

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

Drink, core vocabulary song by Speech and Language Songs:

https://www.youtube.com/watch?v=5df_RtAYEfQ&ab_channel=SpeechandLanguageSongs

I'm thirsty! **Drink** song by Fun Kids English:

https://www.youtube.com/watch?v=Gtb_jK1scL8&ab_channel=FunKidsEnglish

Lemonade money song by Patty Shukla:

https://www.youtube.com/watch?v=yodYEPyyQ2k&ab_channel=PattyShuklaKidsTV-Children%27ssongs

ART OR SCIENCE ACTIVITIES

For science, different drinks can be discussed, and students can make guesses if they think that **drink** will be hot or cold. Students can feel the cup to confirm if their guess is correct (e.g., hot chocolate, milk, water, tea, etc.)

For art, students can make the following art project and pretend that it is their favorite **drink**. For cold beverages, find the art project at preschoolplanet.us,

https://preschoolplanet.us/lemonade-craft-idea/. For hot beverages, use the template found by Melissa and Doug,

https://www.melissaanddoug.com/blogpost/?postId=hot-chocolate-sensory-craft-for-kids-and-printable

USE OF APPS OR OTHER TECHNOLOGY

Toca Birthday Party: In this app, the user throws a birthday party. They go through the steps of picking out the toy to give as a present, plates to use, cake to use. After the app sings a birthday song and the user blows out the candles, they can then eat and **drink** the cake and juice. Adults can focus on trying to have the user **drink** from the cups and comment on what they are drinking and how much they are drinking.

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

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

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

[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 Beth Lytle @ **blytle@mail.sfsu.edu**

Thank you!

CORE WORDS: Yes

Wait Time: Last month we addressed Aided Language Stimulation, this month we take a look at wait time. Providing adequate 'wait time' is an important consideration for communication partners while interacting and engaging with persons who use AAC systems. Sometimes the need to 'wait' may seem uncomfortable at first but over time, practice and when given focused attention, the amount of wait time needed for each individual will become more natural. As communication partners we can wait expectantly for AAC users to respond and engage.

WAYS WE CAN USE THE WORD

AFFIRMATION/ CONFIRMATION: (e.g. **Yes. Yes**, please)

DIRECT COMMAND: (e.g. **Yes! Yes**, give me that!)

GIVE INFORMATION: (e.g. **Yes**, she took the toy. **Yes**, they play soccer.)

ANSWER QUESTIONS**:** (e.g. **Yes**, thank you! **Yes**).

INDICATE PREFERENCE/ MAKE A SELECTION: (**Yes**, I want that. **Yes**, I like that)

ROUTINES AND SCHEDULES

Dressing: Students may need help with dressing. Adults can model **yes** to help the child indicate their preference of shoes/jacket/etc. as they help them or ask what item the student wants to put on. For example, the adult can hold up a

sweater and indicate that **yes** you do want to wear a sweater because it is cold (e.g. "Yes sweater, it's cold".)

Snack/Mealtimes: Students can indicate to adults which food or drink they prefer by saying yes to the food/drink that they want. Adults can ask the student "Do you want this?" while offering a specific food or drink. Students can respond "**yes**" or "yes please."

Circle: Adults can create a structured activity where the opportunity to use the word **yes** is high. For example, the group can sing about the seasons or the months of the year and the teacher can ask the group what season it is (e.g. Is it Spring right now?" The students can reply "Yes" or "Yes, it is Spring". The more opportunities that are created for the child to respond 'yes', the better. If this is a new concept, visual support for choices for a response is important. Adults can also model the target word when asking students to put the correct season on the board during circle time.

Bathroom: During bathroom time, adults can use this as an opportunity to have the child indicate **yes** if they have to have to use the bathroom (e.g. "Do you want to go to the bathroom.")

Washing hands: When washing hands, adults can model the target word during various steps of the washing routine including "**yes** more water," and "**yes** more soap" to appropriately answer questions, and to give confirmation to the adult. Adults should over-emphasize the word 'yes' by using gestures, eye gaze, and pointing to that part of the activity (e.g. say **yes**, nod, and point to the extra

water that they are now receiving.) It may be helpful to attach visual supports for aided language modeling to the walls in the bathroom or near the sink.

Clean-up/Transitions: Adults can model "**yes** more," while cleaning up toys and materials. This will help the child to understand that 'yes' we should keep cleaning up.

At the Park: Adults can provide the child with many different choices at the park that encourage the child to give a preference or to give a direct command. (E.g. when pushing the child on the swing, the adult can ask "do you want me to push you slowly? Do you want me to push you fast?" and wait for the child to respond **yes** to one of those questions.

"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."

PLAY

Puzzles - Adults model **yes** as they place each puzzle piece into the correct spot so that the puzzle piece fits properly. The adult can then hold a puzzle piece on top of the correct spot and pause to wait for the child to indicate "yes," "yes, put it there." Once the child has indicated 'yes', then the adult can give the shape to the child so that the child can put the shape in its place.

Mr. Potato Head - Adults model **yes** as they place each body part or item of clothing on the appropriate spot on the potato head. (E.g. adult puts the foot on the bottom of the potato and the student could say "yes," "yes this goes here!" Expand on the student's utterance as appropriate (e.g. "yes, put green shoes here," or "yes, put the arm here.").

Trains/Cars - Playing with cars, trains, tracks, and roads is a great time to practice **yes** together. Adults can model the word as they roll trains and cars on tracks and roads, by using the student's communication system. To practice the word yes, the adult can roll a car on into a garage and wait for the child to indicate "yes," and "yes, cars go in the garage." This gives the child an opportunity to use their communication device to give a direct command or share information.

Dollhouse - Students can direct where they should put various house items (e.g. "**Yes**, the fridge goes in the kitchen.)" This can give them the opportunity to give direct commands. The student can also take it a step further and use an additional core word '**no'** to indicate that "no, the fridge does not go in the bathroom".

READING

Here is a book on YouTube that can assist in teaching the core word: **yes**

YES DAY!

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

This story is about a child who asks questions and always receives **yes** as an answer. This is showcased and perceived by the events that are allowed to take place in the story. Adults can model the word 'yes' on the student's communication system each time it is obvious that an event has taken place because a character said the word 'yes'. Slowly fade these prompts and allow the student opportunities to use the word 'yes' independently.

SOCIAL INTERACTIONS AND VIDEO MODELING

A student's ability to indicate what they want can be improved once they learn how to use the word **yes** appropriately. Through modeling, this video shows us how the word yes can be communicated through nonverbal gestures, and head nods. Adults can also model using words to say "yes" or "yes, the red toy goes on the red stick."   By coordinating gestures with words, the student can learn different ways to communicate the word **yes**.

Video Modeling: No, Yes, Play

https://www.youtube.com/watch?v=1nk825WOtyM

SENSORY MOTOR

Shaving Cream Activity

https://www.youtube.com/watch?v=pGl84fVN3v0

Students can create a sensory shaving cream bag. Materials required include Ziploc bags, shaving cream, different colors of paint, beads, and glitter. Each child will be given a Ziploc bag and then they must fill the bag up with the desired amount of shaving cream, paint, beads, and glitter. Then the Ziploc bag must be sealed, and the child can freely mix all the contents together. During this process the adults should create a reliable method for each child to indicate preferences towards the items that are going to be put into their bag. The adult can ask the child "Do you want red paint." The child should indicate preference by using the word **yes**. This same method can be used to indicate preference for other colors, beads, and glitter.

STRUCTURED ACTIVITIES

Puzzle: Students can indicate **yes** during organization/ categorization activities. For example, an adult can use a wooden puzzle (pictured below) to help the student during a sorting activity. The adult can model putting the appropriate shape into the correct spot while indicating that "yes, this is the right spot". The adult can then hold a square over the correct square spot and wait for the child to indicate "yes," before putting the square into its proper spot.

Videos: In a virtual setting, students can watch a video that focuses on sorting colors, shapes, and sizes. The adult can pause the video, point to an item and ask if that item belongs to the group. If it belongs in the group, then the child needs to indicate **yes**. The following videos can be used for this type of activity.

Shape Sorting | Circle, Triangle, Square

https://www.youtube.com/watch?v=2NuRiCaI7FI

Sorting Objects and Counting for Kids

https://www.youtube.com/watch?v=O3g12WeHUp0

VIDEOS, MUSIC, ANIMATED SHORTS

Children

Yes Yes Yes Vegetable Song

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

Adults can target **yes** 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.

Young Adult

Say Yes to the Dress!

https://www.youtube.com/watch?v=IKvaPJiO7c0

Adults can talk about the bride's final decision. Use the following questions to help facilitate conversations in which the student is given the opportunity to use the word **yes**. (E.g. What did she finally say? What dress did she choose? What dress did she not choose?)

ART OR SCIENCE ACTIVITIES

Nature Crowns

Materials: Brown Paper Bags, scissors, duct tape, flowers, stapler, glitter, markers

The adult can hold up the materials that will be used to decorate the crown including glitter, markers, and flowers. The adult can ask the question "Do you want this? The student must indicate "**yes"** or "yes, I want" for each presented material that they would prefer to use on their crown. They may also use the core word **no** to indicate that they do not want a particular item.

https://artfulparent.com/simple-flower-crowns-for-kids/

Autumn Tree Art

Materials: Colored Tape, paper, stamp pad, pressed leaves, glue

The adult can present the materials that will be used to decorate the tree including the leaves, colored tape, and stamp pads. The adult can ask the question "Do you want this?" The student must indicate "**yes"** or "yes, I want" for each presented material that they would prefer to decorate their tree with. They may also use the core word **no** to indicate that they do not want a particular item.

https://artfulparent.com/fall-leaf-art-masking-tape-trees-leaf-prints/

USE OF APPS OR OTHER TECHNOLOGY

Television

Students can practice at home by requesting preferred TV shows or videos. The adult can slowly begin to flip through different channels. The child can indicate "**yes**," "yes I want to watch this" when an interesting channel is presented. If the student is non-verbal it would be useful to have a communication board or visual support with the word **yes** readily accessible.

Mr. Potato Head App

This can be used for modeling and practicing saying **yes** while putting different body parts/items of clothing onto different areas of the potato.

Yes/No APP for iPhone

"from I Can Do Apps is an educational tool designed in collaboration with a Speech Language Pathologist that allows non-verbal individuals to communicate yes and no. This clean and simple design allows users to indicate yes/no responses with a tap of the screen and hear their responses. Yes/No from I Can Do Apps allows individuals to work on answering yes/no questions and indicate their wants and needs more clearly."

https://apps.apple.com/us/app/yes-no-from-i-can-do-apps/id635649909

Yes/ No APP for Android

This is a similar app to the one mentioned above but is available for people who do not use an IOS system

https://play.google.com/store/apps/details?id=com.utopiaprogramming.android.mason&hl=en_US

Yes or No Questions Game

"Yes or No is a fun and addicting game, perfect for playing on your own or with friends and family. This game contains hundreds of the best hand-picked Yes or No questions. How many do you agree or disagree with?"

https://play.google.com/store/apps/details?id=marcostudios.yesorno&hl=en_US

Yes or No Wheel

Students Can use this wheel to help decide which word they are going to focus on for that session (either **yes** or **no**).

https://wheeldecide.com/wheels/chance-fortune/yes-or-no-decision-maker/

WORD WALL: Add the word, **yes** 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 Shanaz Faisal @ **sfaisal@mail.sfsu.edu**

Thank you!

CORE WORDS: No

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

CESSATION: (e.g. **No** more.)

DIRECT COMMAND: (e.g. **No**! **No**, stop!)

GIVE INFORMATION: (e.g. **No**, I like that. **No**, they play soccer.)

ANSWER QUESTIONS**:** (e.g. **No** thank you! **No**, I don't want that).

INDICATE PREFERENCE/ MAKE A SELECTION: **No**, I want that.

ROUTINES AND SCHEDULES

Dressing: Students may need help with dressing. Adults can model **no** to help the child indicate their preference of shoes/jacket/etc. as they help them or ask

what item the student wants to put on first. For example, the adult can hold up a sweater and indicate **no** you don't want to wear a sweater during summer (e.g. "No sweater, it's hot".

Snack/Mealtimes: Students can indicate to adults which foods or drinks they prefer by saying **no** to the food/drink that they don't want. Adults ask the student "Do you want this?" while offering a specific food or drink. Students can respond "no" or "no thank you."

Circle: Adults can create a structured activity where the opportunity to use the word **no** is high. For example, the group can sing the days of the week or the months of the year and the teacher can ask the group what day it is not (e.g. Is today Monday?" The students can reply "No" or "No it is not Monday". The more repetition, the better. If this is a new concept, visual support for choices for a response is important. Adults can also model the target word 'no' when matching the days of the week on the board during circle time (e.g. place 'Tuesday' in the Wednesday spot and wait for the child to indicate 'no' and point to the correct spot to put 'Tuesday' on the weekly schedule.)

Bathroom: During bathroom time adults can use this as an opportunity to have the child indicate **no** if they don't have to use the bathroom by answering the question "Do you want to go to the bathroom."

Washing hands: When washing hands adults can model the target word during various steps of the washing routine including "**no** more water," and "**no** more soap" to indicate the appropriate cessation of an event. Adults should over-emphasize the word and use gestures to indicate that that part of the activity has finished. It may be helpful to attach visual supports for aided language modeling to the walls in the bathroom or near the sink so that hands can be free for any physical support needed.

Clean-up/Transitions: Adults can model **no** more, while cleaning up toys and materials. This will help the child to understand that the word **no** can indicate a cessation of events.

At the Park: Adults can provide the child with many different choices at the park that encourage the child to give a preference or to give a direct command. (E.g. when pushing the child on the swing, the adult can ask "do you want me to push you slowly? Do you want me to push you fast?" and wait for the child to respond **no** to one of those questions.

"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."

PLAY

Puzzles-Adults model **no** as they place each puzzle piece into an incorrect spot so that the puzzle piece does not fit. The adult can then hold the puzzle piece of the incorrect place and wait for the child to indicate "no," "no, not there" before switching the puzzle over to the correct spot. When the puzzle piece is at the correct spot, the child can go a step further and indicate "yes," "yes, put it there."

Mr. Potato Head - Adults model **no** as they place each body part or item of clothing on an inappropriate spot on the potato head. E.g. put the arm in on the head and the child could say "no," "no it goes here! "Expand on the student's utterance as appropriate (e.g. "No, green arm goes here," "No, put the shoes here.").

Trains/Cars - Play with cars, trains, tracks, and roads is a great time to practice **no** together. Adults can model the words as they roll trains and cars on tracks and roads, using the student's communication system. To practice the word no, the adult can roll a car on the train tracks and wait for the child to indicate "no," "no, cars don't go on train tracks." This gives the child an opportunity to use their communication device to give a direct command or give information.

Dollhouse - Students can direct where they should not put various house items (e.g. "**No**, the fridge does not go in the bathroom.)" This can give them the opportunity to give direct commands. The student can also take it a step further and use the core word 'yes' to indicate that "yes, the fridge goes in the kitchen".

READING

Here are some suggested books on YouTube that can assist in teaching the core word **no**:

NO DAVID!

https://www.youtube.com/watch?v=u0jeWwduJGY

Adults can model the word **no** on the student's communication system each time it is read. This creates lots of opportunities to practice using this core word.

MY NO NO DAY

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

This book highlights the importance of using the word **no** to indicate preference. A great teaching tool for children who are beginning to learn the meaning of the word "no."

SOCIAL INTERACTIONS AND VIDEO MODELING

A student's ability to indicate what they do not want can be improved once they learn how to use the word **no** appropriately. Through modeling, this video shows us how the word no can be communicated through nonverbal gestures, and head shaking. Adults can also model using words to say "no" or "no, the

red toy does not go on the yellow stick." By coordinating gestures with words, the student can learn different ways to communicate the word **no**.

Video Modeling: No, Yes, Play

https://www.youtube.com/watch?v=1nk825WOtyM

SENSORY MOTOR

Pouring Station: Adults can create a pouring station for students. Gather many different containers to put at the station. Fill some containers with water and some with glitter and food coloring. The adults should then create opportunities for the students to use direct **no** commands. (Egg: the adult can hold onto the containers and ask, "do you want this one?" the student can respond using yes or **no** for each container filled with food coloring/glitter. By indicating no the student will be giving a direct command and letting the adult know their preference for certain colors/ glitter. The adult will then give the containers and let the child mix the water, colors, and glitter together. Students should have a reliable way to indicate no to each item individually. Adults can first model **no** by using visual cues and pairing with actions. Adults can also use aided language modeling emphasizing phrases like, "no red" or "no glitter" while helping the students at the pouring students.

https://www.hopebridge.com/blog/10-easy-sensory-activities/

STRUCTURED ACTIVITIES

Students can indicate **no** during organization/ categorization activities. For example, the adult can have many toys that are different colors to sort into the appropriate colored box (e.g. the yellow toys can go in the yellow box). The adult should model that the yellow toys go in the yellow box. Then the adult can put a blue toy in the yellow box and say "no, this does not belong." The adult can then create a situation for the child to use the word **no** by putting a red toy into the yellow box and then asking the student "does this toy go in this box?"

In a virtual setting, students can watch a video that focuses on sorting colors, shapes, and sizes. The adult can pause the video, point to an item and ask if that item belongs to the group. If it does not belong in the group, then the child needs to indicate no. The following videos can be used for this type of activity.

Color Song For Kids

https://www.youtube.com/watch?v=xz5rA5ssww8

Sorting Objects for Kids

https://www.youtube.com/watch?v=vpg--e0pCdE

VIDEOS, MUSIC, ANIMATED SHORTS

Children

A Mickey Mouse Cartoon | Disney Shorts

The adult can point out different contextual clues including negative facial expressions, negative body language, and eye gazes of the main character. (E.g. What word does mickey mouse intend to say? Why does he want to say this word?) This will create a situation for the child to indicate that mickey mouse wants to use the word **no.**

 Young Adults

Meghan Trainor - No

Adults can target **no** 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.

https://www.youtube.com/watch?v=cMTAUr3Nm6I

ART OR SCIENCE ACTIVITIES

Autumn Leaf Wreath: This activity requires leaves and a wreath wire. Give the student the wire for their wreath. Then pick up one of the leaves and ask the child "do you want this leaf for your wreath?" If they do not want the leaf, then the child should indicate **no** (I do not want that leaf). Repeat this process until they have all the leaves that they need for their wreath. Then help them string the leaves onto the wire and complete this fun art project.

https://artfulparent.com/a-beautiful-diy-autumn-leaf-wreath/

Autumn Leaf Sun Catchers- This activity requires glue, sticky transparent contact paper, leaves, and a hole puncher. Students can let the adult know which leaves that they do not want by using the word no when given an option to choose a particular leaf or whole punched shape. Adults can model the target word while creating their own art project next to the student by saying "**no**, I do not want that leaf, **no**, I do not want that shape."

https://artfulparent.com/simply-gorgeous-autumn-leaf-suncatchers/

USE OF APPS OR OTHER TECHNOLOGY

Television: Students can practice at home by indicating non-preferred TV shows or videos. The adult can slowly begin to flip through different channels. The child can indicate "**no**," "no I do not want to watch this" when an uninteresting channel is presented. If the student is non-verbal it would be useful to have a communication board or visual support with the word **no** readily accessible.

Mr. Potato Head App, for modeling and practicing saying **no** to putting different body parts/items of clothing onto different areas of the potato

Yes/No APP for iPhone

"from I Can Do Apps is an educational tool designed in collaboration with a Speech Language Pathologist that allows non-verbal individuals to communicate yes and no. This clean and simple design allows users to indicate yes/no responses with a tap of the screen and hear their responses. Yes/No from I Can Do Apps allows individuals to work on answering yes/no questions and indicate their wants and needs more clearly."

https://apps.apple.com/us/app/yes-no-from-i-can-do-apps/id635649909

Yes/ No APP for Android

This is a similar app to the one mentioned above but is available for people who do not use an IOS system

https://play.google.com/store/apps/details?id=com.utopiaprogramming.android.mason&hl=en_US

Yes or No Questions Game

"Yes or No is a fun and addicting game, perfect for playing on your own or with friends and family. This game contains hundreds of the best hand-picked Yes or No questions. How many do you agree or disagree with?"

https://play.google.com/store/apps/details?id=marcostudios.yesorno&hl=en_US

Yes or No Wheel

Students Can use this wheel to help decide which word they are going to focus on for that session (either **yes** or **no**).

https://wheeldecide.com/wheels/chance-fortune/yes-or-no-decision-maker/

WORD WALL: Add the word, **no** 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 Shanaz Faisal @ **sfaisal@mail.sfsu.edu**

Thank you!

CORE WORDS: Put

For Educators, Related Service Providers and Parents

<u>Wait Time:</u> Last month we addressed Aided Language Stimulation, this month we take a look at wait time. Providing adequate 'wait time' is an important consideration for communication partners while interacting and engaging with persons who use AAC systems. Sometimes the need to 'wait' may seem uncomfortable at first but over time, practice and when given focused attention, the amount of wait time needed for each individual will become more natural. As communication partners we can wait expectantly for AAC users to respond and engage.

WAYS WE CAN USE THE WORD

REQUEST: (e.g. **Put** it here. Put on Paw Patrol.)

DIRECT ACTION: (e.g. Stay **put**.)

GIVE INFORMATION: (e.g. She **put** it in the kitchen.)

ASK QUESTIONS**:** (e.g. Where did you **put** it?).

CLEANING UP: (e.g. I **put** it away.)

ROUTINES AND SCHEDULES

Dressing: Students may need help with dressing. Adults can model **put** on shoes/jacket/etc as they help them, or ask what item the student wants to put on first.

Entry to home/classroom: Adults can model **put** on the student's communication system when putting the backpack and jacket in cubby or on hooks. If the student says, "put," then add 1-2 words onto their utterance (e.g. "You put." "Put it in.").

Snack/Mealtimes: Students can direct adults where to give them food or pour a drink. Adults ask the student (over-emphasizing the target word), "Where should I **put** the goldfish?," while also offering some choices. Students can respond "put on plate," "put here," or "put on your head."

Circle: Adults can build a routine talking about the clean-up completed before transitioning to circle time. Students can make comments about where they put the classroom toys, art tools, or other materials. Adults ask, "Where did you **put** the trains?" Responses can be general (e.g. Put away!) or specific (e.g. Put in the bin!). The more repetition, the better. If this is a new concept, visual supports for choices for a response is important. Adults can also model the target word when asking students to put their picture on the board during roll call.

Bathroom/Washing hands: Adults can model the target word during various steps of the toileting routine including **put** pants back on, put toilet paper in toilet, put soap on, and put paper towel in trash. Adults should over-emphasize the word and use gestures, eye gaze, and a point to indicate that something is being "put" somewhere. It may be helpful to attach visual supports for aided language modeling to the walls in the bathroom or near the sink so that hands can be free for any physical support needed.

Clean up/Transitions: Adults can model **put** away, put it here/there, or I put it in the box while cleaning up toys and materials. Adults can entice students to direct their actions by asking where they should put items. It's always best to model using the student's own individual communication system.

Riding Public Transportation: Adults can model **put** dollar/coin/card in to pay for fare.

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. It may be helpful to highlight the target word in another color while learning.

PLAY

Puzzles - Adults model **put** on as they place each puzzle piece into its spot.

Mr. Potato Head - Adults model **put** eyes/ears/arms/etc on as they place each body part or item of clothing on the potato head. Expand on the student's utterance as appropriate (e.g. "I put hat on." "Put green shoes on.").

Trains/Cars - Building tracks and roads is a great time to practice **put** together. Adults can model the words as they connect the tracks, using the student's communication system. The student can work on different language functions (e.g. requesting to put tracks together, commenting as they are putting tracks together, or directing an adult's action to put a train/car on the track).

Dollhouse - Students can direct where they would like to **put** various house items (e.g. Put refrigerator in kitchen.). Adults can model putting characters to bed, in the bathtub, or on the potty.

Blocks/Legos - Adults can model **put** on top, put on bottom, or put next to while stacking blocks or legos. Students may be motivated by what color or size block they can stack. Adults can use the most motivating blocks to encourage students to use more words to make comments and request (e.g. Put big block on top or put small block on top?).

Shape Sorter - Adults can model **put** in circle/star/etc as they or the student places the shape into the hole.

READING

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

Kids Book Read Aloud: PUT ME IN THE ZOO by Robert Lopshire

https://youtu.be/DyshEclzRxk
Adults can model the word on the students communication system each time it is read.

Kids Book Read Aloud: GO AWAY BIG GREEN MONSTER by Ed Emberley
https://www.youtube.com/watch?v=m2KnlX1txho
Create various facial features mentioned in the book using construction paper or felt (yellow eyes, squiggly purple hair, etc). Pause the video after each page, and place each feature on a big black felt board or black piece of construction paper. Use aided language modeling (e.g. **put** on eyes) and fading prompts/choice giving to allow students an opportunity to tell what's next.

SOCIAL INTERACTIONS AND VIDEO MODELING

Student's impulsivity to grab and control toys or other items can be curbed when they have the ability to direct others' actions. Adults can model using words to have other students **put** items in desired places and then give fading prompts to help the student use the target word/phrase on their own. Students can take turns being the "Director" and the "Doer." This is also an opportunity to work on coordinating gestures with words, pointing to the desired location, and using a distal point.

Video Modeling: Put on, Take off

https://www.youtube.com/watch?v=MEuDLo-QaAc

SENSORY MOTOR

Students can create their own sensory bins. Provide a range of materials to go in the bin (e.g. beans, sprinkles, sequins, cotton balls, small toy animals, etc) or take from the suggestions below. Students should have a reliable way to request each item individually. Adults can first model **putting** items into their bin, using visual cues and pairing with actions. Adults can then use aided language modeling emphasizing phrases like, "put sand in," or "put a little in," while helping the students create their own sensory bins.

List of 40+ sensory bin ideas - Yourkidstable.com
https://yourkidstable.com/ultimate-list-of-sensory-bin-ideas/

STRUCTURED ACTIVITIES

Students can **put** items into different boxes or "settings" during categorization activities. For example, while separating a bag of farm animals and sea animals, students can put each animal on a picture of a farm or a picture of the ocean. If working virtually, sorting activities can be created on PowerPoint (examples to use below) or Word.

Categorization Slides - Vehicles/Food, Ocean/Farm Animals

https://docs.google.com/presentation/d/1uS3N5bAnDn9xTUvdy97P5TBF9yG4llv DZ8IXY-2JcYE/edit?usp=sharing

VIDEOS, MUSIC, ANIMATED SHORTS

Adults can target **put** 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.

Hokey Pokey - Kids Dance Song - Children's Songs by The Learning Station
https://www.youtube.com/watch?v=iZinb6rVozc

Put On Your Shoes | Clothing Song for Kids
Super Simple Songs - Kids Songs
https://www.youtubekids.com/watch?v=-jBfb33_KHU
Put Your Toys Away S3 E11
WonderGrove Kids - Animated Short
https://www.youtubekids.com/watch?v=U8FrkTzsGZk

Young Adults
Beyoncé - Single Ladies (Put a Ring on It)
https://www.youtube.com/watch?v=4m1EFMoRFvY

ART OR SCIENCE ACTIVITIES

Paper Plate Faces - Use paper plates as faces, and whatever materials available to make eyes, nose, mouth, freckles, ears, and hair. Model the target word when **putting** glue on and putting facial features on. Students can also replicate the big green monster after reading/listening to the book above.

Dirt Cups - Adults can model the target word while **putting** various ingredients into the cup (crushed oreos, chocolate pudding, gummy worms).

Rainbow Swirls - Create different colors using food coloring dropped into small bowls of shaving cream and stirring around with a popsicle stick or spoon. Students can request what colors they want to **put** in, or how many drops they want to be put into their bowls.

USE OF APPS OR OTHER TECHNOLOGY

Students can request songs on Google/Apple platforms using "Siri/Alexa, put on
_____." If a student is using a low tech or mid tech voice output device, it may
be helpful to program the control phrase "Siri/Alexa, put on" nearby a list of
song choices so that the device is more likely to be activated.

Students can practice at home by requesting to **put** on preferred TV shows or
videos. If the student is pre-verbal or still using visual supports for communication,
it's important to have the students communication system nearby and
accessible at all times. Adults may choose to transport the same
communication visuals room to room, or keep specific pages in different
locations (e.g. activity page for watching TV with core words & favorite shows
taped to coffee table, or visuals "put + on + Peppa Pig" taped to the back of
the remote control).

Mr Potato Head App, for modeling and practicing putting on body parts/items
of clothing.

Toca Boca Kitchen App, for modeling and practicing **putting** food items on
pan/in blender/on plate/in microwave.

Endless ABC App, for modeling and practicing **put** on A/B/C/etc.

Pinkcatgames.com - Build a Monster, can target "**put** on" while also targeting
other skills (searchable by keywords like "CVC words" or "WH questions").
https://www.pinkcatgames.com/play?featured=1

PBS Kids - Pizza Place Game, for modeling **putting** on pizza toppings by #.
https://pbskids.org/peg/games/pizza-place

WORD WALL: Add the word, **put** 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 Molly Hartzell @ **molly.hartzell.mh@gmail.com**
Thank you!

My name is Molly Hartzell and I am a Speech Language Pathologist working in San Francisco Unified School District. My experience includes working with patients and students throughout the lifespan and in a variety of settings, but currently my work is focused on preschool aged children, Autism Spectrum Disorders, and Augmentative & Alternative Communication. In my therapeutic approach, I value imaginative play, interaction, and most importantly, fun. Email me at molly.hartzell.mh@gmail.com.

CORE WORD: See

For Educators, Related Service Providers and Parents

<u>Wait Time:</u> Last month we addressed Aided Language Stimulation, this month we take a look at wait time. Providing adequate 'wait time' is an important consideration for communication partners while interacting and engaging with persons who use AAC systems. Sometimes the need to 'wait' may seem uncomfortable at first but over time, practice and when given focused attention, the amount of wait time needed for each individual will become more natural. As communication partners we can wait expectantly for AAC users to respond and engage.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: About the environment (e.g. I **see** a bird.)

COMMENT: (e.g. **See** you later!, I **see.**)

GOSSIP**:** (Did you **see** that?).

TELL SECRETS: (**See** you tonight.)

ANSWER QUESTIONS: (e.g. I **see** your point)

ROUTINES AND SCHEDULES

At the beginning of the day- during the morning meeting and using a visual schedule, the student discusses who they **see** at morning meetings. (e.g. I **see**

Johnny. I see teacher.) If the student needs more prompting or review, the adult can model who is present at morning meeting during attendance.

PLAY

The adults and students can collectively view photos sent from home, (low-tech or on the smart board or online), regarding what they saw over the weekend. They can discuss what they **see** in the pictures and could comment as to how people in the pictures feel, whether they had fun, had a good time, had a bad time, etc. Visuals and scaffolding are recommended to be provided.

READING

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

Book Read Aloud: I SEE A CAT by Paul Maisel
https://www.youtube.com/watch?v=WNfTkvjOf-k read by Marie Craft (Students and adults can discuss what the dog **see**s)

Book Read Aloud: BROWN BEAR, BROWN BEAR, WHAT DO YOU SEE? by Eric Carle
https://www.youtube.com/watch?v=WST-B8zQleM read by Darren Robert McTurk. (Students can have the opportunity to comment on the different animals they see)

SOCIAL INTERACTIONS AND VIDEO MODELING

At morning meetings, students can share who they **see** at morning meetings and when they come to school. Students can also share what they see on their way to school.

To make it a more interactive activity, students can gather in pairs to discuss the answers to the questions and then share with the group.

SENSORY MOTOR

Adults can cut and staple to create books then have students color each animal from the Brown Bear activity (below). Expand this activity to have students highlight the word **see** on each page. The last page of activity has words and animal icons to create sentence strips and model constructing "I see a…" sentences. Expand this into a sensory activity where the students can cut out additional icons and sort based on color. Use colored/textured fabrics to allow for sensory piece. They can also discuss/describe the animals: Big/Small? Does it fly/swim?

After the activity the adult may ask if the students had fun, (providing ALS) with the word 'see' on the talker, and the students could comment (e.g. I see you did a great job!, Do you see the red bird?, etc.).

Activity: BROWN BEAR EMERGENT COLOR WORD READER – by Lisa W. https://www.teacherspayteachers.com/Product/Brown-Bear-emergent-color-word-reader-23677?st=b398504f5b5d83f720f79e8655527e02

STRUCTURED ACTIVITIES

The students can answer questions about the story that was read aloud such as the Brown Bear, Brown Bear, What Do You See? or the I See a Cat. With a focus on the word, **see**; have the students' share what did each animal see or what did the dog see.

Use of Boom Cards interactive website for expansion of Brown Bear, Brown Bear, What Do You See? book for targeting **see**. Utilize "Brown Bear 'I see'

Nonidentical Matching" activity by CKaufer:
https://wow.boomlearning.com/play/a3H94KfsjPKMyyxjp/teacher to have
students fill in the sentence "I look/see a…" For a receptive language task, utilize
"Brown Bear Receptive Vocabulary FREEBIE" activity by Speechy Sarah SLP:
https://wow.boomlearning.com/play/wL6Xc3XkGFRoitboA/teacher to have
students identify the color/animal.

VIDEOS, MUSIC, ANIMATED SHORTS

Brown Bear, Brown Bear, What Do You See? - Whiteboard Animation
https://www.youtube.com/watch?v=z_718ht4ZJA Read Along
(again, talk about what each animal **see**s).

Eric Carle's Brown Bear Animal Parade (StoryToys Entertainment Limited) -
KidsApp Tv https://www.youtube.com/watch?v=0uyABOeD62w (Music and
animation of story without words)

I See|Core Vocabulary Song
https://www.youtube.com/watch?v=HrrH5JsmUoU

ART OR SCIENCE ACTIVITIES

TeachersPayTeachers Brown Bear, Brown Bear Sequencing Hat activity printable
activity helps to support and expand upon the Brown Bear, Brown Bear, What
Do You See? book with printable cut-outs and an art project. The story can
come to life when students use these tangible items while listening/reading the
story. Expand upon story with recall and sequencing.

BROWN BEAR, BROWN BEAR SEQUENCING HAT {Freebie} – CARLSON'S CLASS
https://www.teacherspayteachers.com/Product/Brown-Bear-Brown-Bear-Seque
ncing-Hat-Freebie-2714360?st=dd207b9b21e4696c942fef1fff305e31

USE OF APPS OR OTHER TECHNOLOGY

Adults can create low-tech word banks to make simple sentences, (e.g. "I" "You" "**see**" "a" "brown" "red" "bear" "bird" etc.). The students can scramble the words to make phrases or sentences.

SoundTouch: Use the SoundTouch app to see an array of categorized vocabulary such as, (pets, birds and wild animals) as well as vehicles, instruments and home items where you can discuss what you **see**. The pictures come to life with real, large photographs and sound effects.

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. (Search for '**see**' and find many corresponding boards to support learning the target word.)

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, '**see**.'

WORD WALL: Add the word, "**see**" 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 who specializes in the field of AAC and D/HH. She earned her Master's in Speech-Language Pathology from San José State University (SJSU) in 2016. During graduate school she was a scholar on the Aural Impact grant which trained a select group of students to have a specialization in working with children who are deaf or hard of hearing and their families. 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: Sit

Wait Time: Last month we addressed Aided Language Stimulation, this month we take a look at wait time. Providing adequate 'wait time' is an important consideration for communication partners while interacting and engaging with persons who use AAC systems. Sometimes the need to 'wait' may seem uncomfortable at first but over time, practice and when given focused attention, the amount of wait time needed for each individual will become more natural. As communication partners we can wait expectantly for AAC users to respond and engage.

WAYS WE CAN USE THE WORD

DIRECT ACTION: (e.g. **sit**, **sit** down, **sit** up, **sit** still)

REMIND: (e.g. We **sit** during circle time, make sure to **sit** in your chair)

INSTRUCT: (e.g. come **sit** down, we will **sit** outside, time to **sit** in our chairs)

REQUEST: (e.g. Can you **sit** on the rug? May we **sit** together?)

COMMENT: (e.g. I like to **sit** here, this is where I **sit,** I **sit** in a wheelchair)

ASK A QUESTION: (e.g. Where do I **sit**? Can I **sit** with you?)

INFORM: (e.g. you **sit** here, this is where you can **sit, sit** down over there)

ROUTINES AND SCHEDULES

Daily Routines

Adults can model the word, **sit,** on the student's communication system(s) when appropriate in daily activities or tasks such as mealtime, school work, and circle time. Add 1-2 more words to the length of utterance usually expressed by the student, and when modeling, focus on target phrases that may be used again in daily routines. For example, as you model the word, **sit**, you can add further meaning to the words in context and to incorporate two choices: (e.g. "sit here", "sit there"). When modeling the word, adults can say the word verbally, and perform the action of sitting to reinforce the core word. Additionally, the strategy of giving two choices could be used offering choices of **sit/**not **sit** or use the choices **sit/**stand.

Snack/mealtimes: When it is time for snack or mealtime, as the student is going to sit down, you can model the core word, **sit.** Adults can also point out other students as they **sit,** and model the core word, **sit,** each time a student sits down. Students can indicate when it is time to sit on their communication system(s) to at the beginning of snack/mealtimes. Students can also be given the choice between sit and not sit, or sit and stand, before it is time to have snack or meal, to provide two different choices.

Circle Time or Morning Meeting: At the beginning of circle time or morning meeting, model **sit** as the students come to the floor for circle time. Adults can emphasize the core word, **sit**, modeling it for students using phrases such as "it's time to come **sit** together on the floor", "this is where we all come to **sit"**, "let's all **sit",** "I like how you came to the rug to **sit** down", etc.

Bathroom: If adults assist students in the restroom, the core word **sit** can be modeled as they are going to use the restroom.

Activity Centers: Students can indicate where they want to sit during activity table time (e.g. "sit here"). Adults can model the word, **sit**, as the students come to the activity table and take a seat.

PLAY

While playing in a group, adults can model for the students how to invite other children to come **sit** and join in the play (e.g. "come **sit",** "let's **sit** together", "we **sit", "sit** down").

The adults and students can collectively view photos sent from home, (low-tech or on the smart board or online), involving places they like to sit at home or in their community (e.g. "**sit** at the park", "**sit** with family"). Visuals and scaffolding are recommended to be provided.

Students can watch videos of people who work in the community and usually **sit**, as part of their job such as bus drivers, airline pilots, software designers, etc. Or maybe go on a virtual field trip as part of the meeting to learn more about the people in the community who often **sit** during their workday or moments that require people to sit for an extended period of time such as airplane flight, trip on the bus, car ride, biking, kayaking. After the field trip or clip is over, the adult could say something like, "they have to **sit** at work", and learn about what they do or what it is like to take a trip on transportation that requires staying seated.

"Kids First Time On An Airplane" by *Ali Plays Toys*

Video of a young boy taking his first flight, opportunities to use the word **sit** to describe what the passengers and young boy are doing during the flight [https://www.youtube.com/watch?v=pTOwue6N6pk&ab_channel=ALIPLAYTO YS](https://www.youtube.com/watch?v=pTOwue6N6pk&ab_channel=ALIPLAYTOYS)

"Riding School Bus and Ambulance Ride on Cars At the Playground" by *Toys Make Me Smile*

Video of two young children playing in toy cars on a playground, video presents opportunities to use the word **sit** to describe what the children are doing during play.
[https://www.youtube.com/watch?v=YJFnuGpFQ3U&ab_channel=ToysMakeM e Smile](https://www.youtube.com/watch?v=YJFnuGpFQ3U&ab_channel=ToysMakeMeSmile)

Toys and Games: Students can indicate that they want to **sit** when they use a certain toy or game. Conversely, students can indicate that to use a certain toy or game they cannot sit (e.g. "no **sit**").

Recess: Adults can model the core word, **sit**, as the student plays during recess on equipment such as the swings or the slide (e.g. "before we can swing, we have to **sit", "**before we slide, we **sit** down").

READING

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

Many books can be used, and adults can talk about how different characters on the pages are sitting (e.g. "Look, they **sit** on the chair", "Where would you **sit**?")

Frog On A Log by Kes Grat and Jim Field, Read Aloud by Storytime Anytime
https://www.youtube.com/watch?v=Q22HH2DpAPI&ab_channel=StorytimeAnyt ime

Sakura's Cherry Blossoms by Robert Paul Weston and Misa Saburi, Read Aloud by PV Storytime
https://www.youtube.com/watch?v=3svHxBS5p6o&ab_channel=PVStorytim e

There's a Bear On My Chair by Ross Collins, Read Aloud by Read It Again

https://www.youtube.com/watch?v=57YErI1kg6Q&ab_channel=READITAGAIN

My Brother's Wheelchair by Kwentong Pambata, Read Aloud by Komyuniti

https://www.youtube.com/watch?v=MrKUrp3h1_k&ab_channel=Komyuniti

SOCIAL INTERACTIONS AND VIDEO MODELING

During activities throughout the day, it can be discussed when a student is sitting, if a student needs to sit for an activity, or a student can be given the choice to **sit** OR not **sit/**stand. For example, during math or reading, an adult can model: You **sit** next to_____ , we sit during math, we do not **sit** for recess.

Video Modeling: In the video and with the help of an adult model, it can be discussed who is sitting (e.g. dog **sit**), where they sit (e.g. **sit** down, **sit** on chair), etc.

Scotch Collie Puppies Sitting For Treats by Hycottage Farm Collies

https://www.youtube.com/watch?v=Lu8syrKCMlA&ab_channel=HycottageFar mCollies

Dogs Sitting On Cats - Funny Cats vs Dogs by Funny and Fail Videos

https://www.youtube.com/watch?v=9mdoXmuDViU&ab_channel=FunnyAndF ai lVideos

SENSORY MOTOR

Play duck, duck, goose as a class and first talk about how everyone has to sit before each round starts, this can be modeled by an adult or student with their device. For example, we **sit** down.

Play red light, green light as a class but when it is red light have the students sit, "red light sit! Green light up!"

Play freeze dance while students are at their seats and when the music stops, have them **sit** to freeze. Or play musical chairs and yell out, **sit,** when the music stops and students have to find a chair.

Practice yoga poses appropriate for children that incorporate sitting in different positions, and model the core word (e.g. First, we **sit**. Next, we **sit** with our legs in front of us).

STRUCTURED ACTIVITIES

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

Students can make a list of what type of vehicle they would want to **sit** in/on (e.g. race car, airplane, bicycle, motorcycle, train, bus, jetski, kayak, etc.).

Students can make a list of animals they think would be fun to sit on and have an adventure (e.g. elephant, giraffe, dragon, dinosaur, horse, whale, etc.)

ART OR SCIENCE ACTIVITIES

Adults can create a science activity discussing different animals or plants that sit/sit still for a large portion of the day, like a Koala Bear or a Venus Flytrap

20 Laziest Animals by Nancy Barber and Sara Tan

https://mom.com/momlife/19091-laziest-animals/owl-monkey

The Venus Flytrap from Plants Behaving Badly on PBS.org

https://www.pbs.org/video/plants-behaving-badly-venus-flytra p/

During an art project, students can practice drawing how to sit, sit in chair, sit down, etc. Model the word on their AAC system along with your voice during the art project.

How to Draw A Sitting Posture - Drawing Tutorial For Kids by Art Train

https://www.youtube.com/watch?v=7euXVGHhTlk&ab_channel=ArtTrain

USE OF APPS OR OTHER TECHNOLOGY

MyPlayHome App: This app can be used to explore a virtual neighborhood with different characters. Throughout the game, the characters can perform different actions and explore places such as a home, school, grocery store, etc. The characters can sit in different rooms throughout the game. Adults can model the word **sit** throughout game play while the characters sit. Or, students can use the word **sit** to indicate when they want a character to sit or if they have made a character sit.

MyPlayHome Part 2 - Ipad App Demo for Kids by Smart Apps for Kids

https://www.youtube.com/watch?v=3gfryrBqMcM&ab_channel=SmartAppsfor Ki ds

Toontastic 3D App: This app allows students to draw, animate, and voice their own cartoon animations. There are different settings, characters, and images to choose from in the app. Students can also add their own faces or pictures into their animations.

Kid in Story - The student can create or retell a story (e.g. in *Pictello*, Book Creator, etc.) about their favorite places to sit, places they want to sit, places they sit throughout the day or different reasons we sit down. Each sentence can start with phrases such as: I sit, I want to sit, We sit to (e.g. I sit to eat dinner, I sit to watch TV, I sit to use the I-Pad, I want to sit on the beach, I want to sit on a dragon). Add pictures of the places and put the student's picture IN the story.
For example, there can be a picture of where the student sits for homeroom, at their desk and on the carpet. There can also be pictures of where they sit in art, music, at lunch, etc.
Clicker Writer can be utilized for writing words, phrases or sentences with keyboard, word prediction, word banks and picture support.

Abilipad could also be used for writing with use of pictures, adaptable keyboard, word banks, and word prediction.
https://appytherapy.com/abilipad/

VIDEOS, MUSIC, ANIMATED SHORTS

Videos and Animated Shorts

Video Clip: How To Train Your Dragon - Learning to Fly Scene by Movie Clips MyPlayHome Part 2 - Ipad App Demo for Kids by Smart Apps for Kids (Adults can model the word sit on their AAC system along with their voice video as the character sits to ride a dragon. Adults could later have students pretend they are sitting on a dragon and then learning to ride).
https://www.youtube.com/watch?v=ZDyEERuK31Y&ab_channel=Movieclips

Pixar Animated Short: For The Birds (Funny animated short of birds trying to sit together on a telephone wire.)
https://www.youtube.com/watch?v=_nbVTUYVKxg&list=PLlbkyhAZrBl-XJQuda Cf_oMsGy_Jjau6HE&index=8&ab_channel=BlockBuster

Hair Love Animated Short by Sony Pictures Animations (Beautiful and moving animated short about a father struggling to style his daughter's hair. There are several moments where the characters sit in the short, or are sitting in different places. The video could be used to demonstrate and model core word)
https://www.youtube.com/watch?v=kNw8V_Fkw28&ab_channel=SonyPicture sA nimation

Music
Sit on The Mat and Clap by KindyRock - Learning Songs For Kids
https://www.youtube.com/watch?v=09EgXvcHOVI&ab_channel=kindyRock-L ea rningSongsforKids
You Are Rocking the Boat, Sing-A-Long Song by Ppo Ppo Ppo Friends
https://www.youtube.com/watch?v=tLdVcfSCk4g&ab_channel=%EB%BD%80 %EB%BD%80%EB%BD%80%EC%B9%9C%EA%B5%AC%EC%B9%9C%EA%B5%AC% 5BPpoPpoPpoFriends%5D

Stand Up, Sit Down Down Children's Song by Patty Shukla

https://www.youtube.com/watch?v=t9WAGkQUUL0&ab_channel=PattyShuklaKi dsTV-Children%27ssongs

Stand Up, Sit Down by Fun Kids English

https://www.youtube.com/watch?v=WsiRSWthV1k&ab_channel=FunKidsEnglish

Sit Down! Learning Songs by Little Fox: Fairy Tales & Classic Stories for Kids

https://www.youtube.com/watch?v=vHQfuq0qu_4&ab_channel=LittleFox%3AFai ryTales%26ClassicStoriesforKids

Kookaburra Sits In The Old Gum Tree by Aussie Kids Songs

https://www.youtube.com/watch?v=ysaskdFpPz8&ab_channel=AussieKidsSongs

WORD WALL: Create a WordWall and add **'sit'** 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 '**sit'** 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 Andriana Nikolau @ andriananikolau@gmail.com

Thank you!

CORE WORDS: Like

Wait Time: Last month we addressed Aided Language Stimulation, this month we take a look at wait time. Providing adequate 'wait time' is an important consideration for communication partners while interacting and engaging with persons who use AAC systems. Sometimes the need to 'wait' may seem uncomfortable at first but over time, practice and when given focused attention, the amount of wait time needed for each individual will become more natural. As communication partners we can wait expectantly for AAC users to respond and engage.

WAYS WE CAN USE THE WORD

SHARE INFORMATION (e.g. I **like** ice cream, I like to go for a walk)

COMMENT (e.g. I like that)

ASK QUESTIONS (e.g. you like to go to the beach, you like balloons?)

ANSWER QUESTIONS (e.g. Yes, I like that)

AGREE (e.g. I like it, too).

EXPRESS A FEELING (e.g. I feel like I'm going to cry)

CLARIFY (e.g. so you said you like it or you don't like it?)

COMPLAIN (e.g. I don't like it)

MAKE CHOICES (e.g. I'd like that one)

DISAGREE (e.g. but I don't like it).

DIRECT ACTIONS (e.g. I'd like for you to move my arm to the right).

SHARE NEEDS (e.g. I'd like to take a break).

WHINE (e.g. I don't like that anymore)

ROUTINES AND SCHEDULES

Arrival: Adults can provide a compliment to the student, (e.g. "I like your backpack or your coat) or I like your talker, (using the talker to say it and model it).

Mealtimes: The adults can use the talker or low-tech boards to model and indicate the things they **like** to eat, then pausing and waiting for the students to express what they like, too.

Going to bed: Adults could ask would you like me to tell you a story or read a story, or even compliment the student by saying, (verbally and on the talker), I like how you are getting into bed and relaxing. I like to sleep. It feels good).

Getting dressed: Students can be provided choices as to which item to wear. Adults can ask, which one do you like, (providing two choices) the red one or the blue one). Providing two choices helps to model the targets and helps them focus on vocabulary.

Schedules: Adults can review the schedule of the day. After going through the whole schedule, they can indicate which one they like the best.

PLAY

Adults can comment on what they **like** to do, using Aided Language Stimulation, and when given the opportunity, ask the student with their talkers's and your voice to make a choice, (e.g. would you like to play with blocks or bubbles, for example). There are endless possibilities. This is a great way to provide two choices, pairing the word, and providing a context to use the word, like.

Follow the child's lead and comment, you like that, or you like ____.

Comment on what other students like per your observation, or even ask the students which toy specific students like more, (e.g. we all have our favorites). Do you think Johnny likes to play doh or bubbles?

Listen to or watch two different videos or songs and foster the opportunity for them to comment on what they like

READING

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

[I **LIKE** MYSELF](#) by Karen Beaumont children's book read aloud by Books with Blue

[I Like Me](#)By Nancy Carlson | Children's Book Read Aloud - Read by Lights Down Reading

I Like it When by Mary Murphy - Story Time - Children's Books

Just Like My Dad // Read-Along Children's Book // Story Time by David Melling

Video 4 - Reading story for kids with Leticia - Book: I Like Cars (author unknown)

SOCIAL AND VIDEO MODELING

At morning meeting(s), students can pair up and with or without a provided script or verbal prompt(s)and rehearsals as needed, ask the peer, 'what color do you **like**?

Other questions can be added, (e.g. Where do you like to go? What do you like to do after school? What show do you like to watch?)

To make it even more interactive, students can reassemble and share out what the other student(s) liked.

Video Model: Asking Social Questions by Footprints Behavioral Interventions

SENSORY MOTOR

Adults can grab a big bowl and have all the students add one to two items that they '**like**' in the bowl and afterwards, talk about each one in a circle.

During the activity, adults can talk about the tactile surface of the item(s), discussing if the item was: rough, smooth, hard, soft or bumpy.

STRUCTURED ACTIVITIES

Create low tech books out of simple white paper. The adults and students can co-create the books writing the phrase "I **like**" with a space for the student to fill in verbally or in writing on up to 10 pages. Students can draw on and decorate their books. (This is their creation).

Students can be encouraged to share their books with others and/or re-read them to adults, explaining what they like.

During morning meetings, the adult can talk about the word, like. The adult can utilize a projector or use the computer to create a Google slides collage of what all the students like by importing images from the web.

During circle or meeting time, the adult(s) can play a song and ask whether everyone liked it or if they did not like it.

They can talk about whether they like fast or slow music.

Show and tell or sharing-- students can bring two toys and have others guess which one they think the student likes or doesn't like.

Lastly, here is a writing template titled 5 Things I Like about Myself by Freebie Finding Mom:

https://drive.google.com/drive/u/0/folders/1PWN_rkuLXGNCeArqGCkuUTI5Lt3Vk zXx

VIDEOS, MUSIC, ANIMATED SHORTS

[Jan Richardson Sight Words](#) | Level A | Like | Jack Hartmann

[The like Song](#) By Miss Molly

[Apples and Bananas with Lyrics - Vowel Songs - Kids Songs by The Learning Station](#)

[Daniel Tiger It's you I like](#) by PBS Avantika Sinha

Young Adults

[Bruno Mars - That's What I Like (Official Video)](#)

[It's You I like. Mr. Rogers with Jeff Erlanger](#)

ART OR SCIENCE ACTIVITIES

[Paper Mache Bowls](#)- Create paper Mache bowls with your favorite colors and decorations. Here is the link with step by step directions and materials. After they are finished, students and adults can talk about what they like about each one. This comes to you from The Spruce Crafts

USE OF APPS OR OTHER TECHNOLOGY

I **Like** Books app, (free) 37 Picture Books in one, by Grasshopper apps, (free) (e.g. I like animals, I like boas, I like cats, I like dogs). Users can have the book read to them, they can read it by themselves or have it auto play, listening to it and the page can turn automatically. Students can customize their story and

even read and record it.

Autism iHelp, (colors or toys), (students can scroll through various toys and colors and comment as to whether they 'like' the toy or color.

Adults can create low-tech word banks to make simple sentences, (e.g. with the words: "I" "like" and then add fringe words or pictures to assist students to create phrases. Adults can scramble the words to make phrases or sentences.

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, "I" "like."

Abilipad app could also be used for writing with use of pictures, adaptable keyboard, word banks, and word prediction.
https://appytherapy.com/abilipad/

WORD WALL: Add the word, **like** 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 Michaela Sullivan @   **michaelasullivan2@gmail.com**

Thank you!

CORE WORDS: On

Wait Time: Last month we addressed Aided Language Stimulation, this month we take a look at wait time. Providing adequate 'wait time' is an important consideration for communication partners while interacting and engaging with persons who use AAC systems. Sometimes the need to 'wait' may seem uncomfortable at first but over time, practice and when given focused attention, the amount of wait time needed for each individual will become more natural. As communication partners we can wait expectantly for AAC users to respond and engage.

WAYS WE CAN USE THE WORD

ANSWER QUESTIONS: "**On** Monday"

COMPLIMENT: "Your brows are on fleek."

SHARE PHYSICAL NEEDS: I want to put my jacket on.

DESCRIBE LOCATION: It is on the table.

ROUTINES AND SCHEDULES

Getting dressed: In the morning there are many opportunities to practice "on." As your child gets dressed, narrate what they are putting **on** (e.g. shirt goes on, socks on, put on shoes, etc.).

At school you can practice "on" when it's time to go outside or to go home (e.g. put on jacket, put on backpack).

Brushing teeth: While the student is brushing their teeth, the Adult can model that the toothpaste is on the toothbrush.

PLAY

Cars: You can pretend to turn **on** the car (don't forget to make a super cool engine sound!), and then you're on your way, on the road, etc.

Playdoh: Set up a Play Doh pizza shop and put all of the toppings on the pizza. (I want cheese on my pizza, put on pepperoni, put on pineapple) Want to make the pizza shop more inciting? Download this free pizza dramatic playset.

Dress up: One of my favorite activities for "on" is using funny hats/masks/glasses. Take turns putting on different silly costumes.

READING

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

Pete the Cat and His Four Groovy Buttons |James Dean | Read with Me SLP Symbolstix: https://youtu.be/EmR-Mfj3qB4

Unity/LAMP WFL: https://youtu.be/WXqDulRzQAA

Buttons pop off of Pete's shirt, but there are still buttons **on** Pete's shirt. Count the buttons on his shirt, label the color of the buttons on his shirt, predict whether the buttons will stay on or pop off, etc.

Pete the Cat and the Perfect Pizza Party |James Dean

https://youtu.be/yrVrFBGi43w

This silly Pete story is not only great for teaching the concept/word on, but it's also great for building phonemic awareness. Pete and his friends are having a perfect pizza party, and they all have different ideas of what to add to the pizza. Some are what you would expect, like pepperoni, while others are a little more adventurous, like pickles and papaya.

Froggy Gets Dressed | Jonathan London

https://youtu.be/fie6iU-WTwE

Froggy wants to go out in the snow, but he needs to get dressed first. Read along while Froggy puts on various clothing items. Students love the ending when Froggy's mother yells out to him that he forgot his underwear! Check out free printable visuals for this story and others at kizclub.com

SOCIAL INTERACTIONS AND VIDEO MODELING

At morning meeting(s), students can say what the weather bear needs to put **on**:

https://www.teacherspayteachers.com/Product/Dress-the-Bear-Weather-Display-5486006?st=f4ae92f6797a5fae22c4ae86c5c6f2a9

Video modeling:

Mister Clay is always great: https://youtu.be/vu4iceBSjLw

Michelle Alvarado has great video modeling examples! Check on her video for on: Ahttps://youtu.be/8iFF8aNYKCM

SENSORY MOTOR

The Floor is Lava: The floor is LAVA! That means you'll have to stay **on** the furniture as you move around the room. This would work great in a sensory room with obstacle course equipment.

You could also jump on the trampoline, put on a body sock, put on a weighted blanket, etc.

Balance contest: Stand on a balance beam (don't worry if you don't have one, you can be creative with a plank of wood, or even the curb on a sidewalk). See who can stay on for the longest time or who can walk the longest distance on the surface.

Sticker lines: Work on that pincer grasp and fine motor skills while modeling on. Have your student put stickers on a drawn line.
https://busytoddler.com/2019/02/sticker-lines/

STRUCTURED ACTIVITIES

After a read aloud, complete an interactive activity, such as a Boom Card deck. Boom Card accounts are free, and some of the resources are too. Here are some free Boom Card Decks that target the word **on**.

[Pete the Cat and His Four Groovy Buttons: Put ON](#)

[ON - Core Word Learning! Deck](#)

VIDEOS, MUSIC, ANIMATED SHORTS

Wheels **on** the Bus: https://youtu.be/e_04ZrNroTo Talk about the wheels on the bus, people on the bus, wipers on the bus, etc.

Dynamite from GoNoodle: https://youtu.be/H9lO6a3yGjM (lyrics: And it goes on and on and on)

Animated Short: Pixar's "For the Birds" - What happens when all of the birds sit on the wire? https://youtu.be/nYTrlcn4rjg

Young Adults:

Jeremih "Down on Me" https://youtu.be/AaXaig_43lU (lyrics "Put it down on me, put it down on me)

Young Adults: Sean Kingston "Fire Burning" https://youtu.be/YkyhvCdJ_vM
(Lyrics: "Shawty call 9-1-1, Shawty fire burning on the dance floor)

ART OR SCIENCE ACTIVITIES

Science experiment: Fizzy Fruit - in this science experiment you will see bubbles form **on** the fruit. Then when you eat the fruit you can describe where you feel the bubbles (e.g. on your tongue, on your lips, etc.)

https://www.sciencefun.org/kidszone/experiments/fizzy-fruit-and-ph-indicator/

Science experiment: Crystal Candy - make rock candy in this experiment. To make the rock candy you will have to put more layers of sugar on the string.

https://www.sciencefun.org/kidszone/experiments/crystal-candy/

Art activity: Temporary tattoos - Get an assortment of temporary tattoos (or stickers) that are motivating to the child/student (dinosaurs, princesses, construction equipment, vehicles, etc.). Take turns picking which tattoo you want to put on, and decide where you will put it (on your hand, on your arm, on your ankle, etc.)

Art Activity: design your own t-shirt - For this you will need a t-shirt, a printer, iron transfer paper (you can find this at most craft stores and online), and an iron. Decide what you want to put on your shirt. You can search the internet or design yourself. Simple print on the transfer paper, iron on the shirt, and then put the shirt on.

USE OF APPS OR OTHER TECHNOLOGY

Online game: *Make a Pizza -* **https://www.abcya.com/games/pizza** Decide what to put on the pizza. There are also free apps where you can make a pizza. Search the apple or android app store for different free pizza making games.

App: My Town Fashion Show - Have fun picking out your models and then designing what they will put on for when they walk down the runway

https://play.google.com/store/apps/details?id=mytown.fashion&hl=en_US

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, 'on.'

Abilipad app could also be used for writing with use of pictures, adaptable keyboard, word banks, and word prediction.

https://appytherapy.com/abilipad/

WORD WALL: Add the word "**on**" 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 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](#)

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/UCXoXNzu1GlYTo1SkSuG__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/UCXoXNzu1GlYTo1SkSuG__YA and check out her materials in her Boom Cards store @ https://wow.boomlearning.com/author/read.with.me

CORE WORDS: Off

For Educators, Related Service Providers and Parents

Wait Time: Last month we addressed Aided Language Stimulation, this month we take a look at wait time. Providing adequate 'wait time' is an important consideration for communication partners while interacting and engaging with persons who use AAC systems. Sometimes the need to 'wait' may seem uncomfortable at first but over time, practice and when given focused attention, the amount of wait time needed for each individual will become more natural. As communication partners we can wait expectantly for AAC users to respond and engage.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: The power is **off**.

COMMENT: It's dark in here with the lights off.

GOSSIP: He seems a little off.

TELL SECRETS: I need to get this off my chest...

REJECT: "Bug off!"

ROUTINES AND SCHEDULES

As you move through your day, cross things **off** of your to do list, or take icons off of a visual schedule.

During cleaning routines, you can take things off the table, wipe off the table, etc.

Snack time: Take the peel off of the tangerine, the peel off of the banana, etc.

When you get home, you can take off your coats, shoes, etc.

At bedtime you can turn off the TV, the lights, etc.

PLAY

A Thief in the Dark: Choose twenty or more items and place them in a specific area of a room or on a table. Assign a "Thief" to remove one object with the lights **off**. To play, allow the players to take some time to study the area. When the players are ready, they can tell the "thief" to turn off the lights. When the lights come back on let the players see if they can tell what item has been removed.

Online game: Lights Off - The Lights Off game has the following rules: (1) the purpose of the game is to turn off all the lights on the board (2) clicking on a square switches its lightning state (3) clicking on a square also switches the state of its North, South, East and West neighbors (4) all the levels are randomly

generated, but they tend to increase in difficulty

https://www.goobix.com/games/lights-off/

Pretend play: Astronauts - Blast off and travel to far off planets and galaxies. Take off your spacesuit and helmet when you get back to the ship. Maybe you were having so much fun your spaceship is now off course! Here is a free astronaut helmet craft/prop for your adventures: https://www.teacherspayteachers.com/Product/Astronaut-Alien-Masks-for-Sci-Fi-Readers-Theater-Kid-Astronaut-Prop-Mask-4141896?st=9b2928723c1ed22e556ac18574e96c5c

Jenga - Take off pieces without knocking the tower down.

READING

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

Pete the Cat and His Four Groovy Buttons |James Dean | Read Aloud by Read with Me SLP | Symbolstix: https://youtu.be/EmR-Mfj3qB4 | Unity/LAMP WFL: https://youtu.be/WXqDuIRzQAA

Buttons are popping **off** of Pete's shirt. Talk about the color of the buttons that popped off, how many buttons popped off, etc. Check out https://wow.boomlearning.com/author/read.with.me for some read aloud follow up activities!

Go Away Big Green Monster |Ed Emberly | Read Aloud by Stories for Kids |

https://youtu.be/_NkVXQ0dV-U

While the first half of the book adds layers to the monster, the second half takes features off one by one. Take off the straggly hair, take off the sharp white teeth, take off the two big yellow eyes, take off everything until the monster is all gone.

SOCIAL INTERACTIONS AND VIDEO MODELING

On Monday, students can share what they did over the weekend with their time **off** from school.

In undesirable social situations, use the word off to indicate rejection/displeasure (e.g. "bug off" "knock it off!"). You can also express amazement (e.g. "That knocked my socks off").

Video modeling:

Watch Mr. Clay model on and off:

https://www.youtube.com/watch?v=vu4iceBSjLw&t=117s

Video modeling from Wings Works

https://www.youtube.com/watch?v=0Xjer-Z1QaQ

SENSORY MOTOR

Chip Clip activity from Mama OT: Squeeze chip clips onto the rim of a plastic container. Then take them **off**. Then put them back on again. Then take them

off. And so on and so forth. You'd be surprised at how time consuming this activity can be! To really strengthen those little fingers and hands, encourage your kiddo to squeeze and pinch with their fingertips, as opposed to squeezing with their palm or the side of their thumb.

http://mamaot.com/fine-motor-activities-using-household-items/

During snack time practice taking the peel off of the tangerine, banana, etc.

Taped Toys: Tape toys to surfaces and practice peeling off the tape to get the toy off of whatever surface it is on.

https://laughingkidslearn.com/taped-toys-fine-motor-activity-for-toddlers-and-preschoolers/

Jump off of fun surfaces like a trampoline, bed, etc.

STRUCTURED ACTIVITIES

After a read aloud, complete an interactive activity, such as a Boom Card deck. Boom Card accounts are free, and some of the resources are too. Here are some free Boom Card Decks that target the word **off**.

Interactive deck for 5 Little Monkeys Jumping on the Bed - Take off a monkey each time the story indicates.

https://wow.boomlearning.com/deck/free-5-little-monkeys--interactive-song-cards-guG8WLpKPxkiH9BJo

Take off Masks: This is great for Covid-19! Take off each mask to see which community helper is under the mask:

https://wow.boomlearning.com/deck/whos-under-the-mask-community-helpers-edition-y4fWBXCx6Mrk8FD73

VIDEOS, MUSIC, ANIMATED SHORTS

Five Little Monkeys | The Learning Station | https://youtu.be/-1cyFOW--Tw
Sing along as the monkeys fall **off** of the bed one by one.

Music: Shake it Off - Sing along with the version from the movie "Sing"
https://youtu.be/Z2xooz6844k or with Taylor Swift: https://youtu.be/nfWlot6h_JM

Watch people get launched off of water blobs: https://youtu.be/aQ9xGloqpUg

Young Adults: Scene from 10 Things I Hate About You, Frankie Valley "Can't Take My Eyes Off of You" sung by Heath Ledger: https://youtu.be/S7N6kB11GpE

Young Adults: The Book of Mormon "Turn it Off" - https://youtu.be/Of5cgecGlhg

ART OR SCIENCE ACTIVITIES

Paper airplanes: Make paper airplanes then BLAST **OFF**! See how long the plane stayed off of the ground.
https://www.diynetwork.com/made-and-remade/learn-it/5-basic-paper-airplanes

Art Project: Tape Resist Paintings - This highly motivating art project is great for all students and can be adapted for a wide range of fine motor skills. Place tape (masking, washi, painting, etc.) on a canvas. You can make a pattern, a letter/word, or just something abstract, then paint away. When the paint is dry, peel off the tape and reveal your painting.

https://artfulparent.com/tape-resist-paintings-kids/

USE OF APPS OR OTHER TECHNOLOGY

Use a smart home app to turn **off** the lights, tv, etc.

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, "off."

Abilipad app could also be used for writing with use of pictures, adaptable keyboard, word banks, and word prediction.

https://appytherapy.com/abilipad/

WORD WALL: Add the word **off** 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 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

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/UCXoXNzu1GlYTo1SkSuG__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/UCXoXNzu1GlYTo1SkSuG__YA and check out her materials in her Boom Cards store @ https://wow.boomlearning.com/author/read.with.me

CORE WORDS: Finish

For Educators, Related Service Providers and Parents

Wait Time: Last month we addressed Aided Language Stimulation, this month we take a look at wait time. Providing adequate 'wait time' is an important consideration for communication partners while interacting and engaging with persons who use AAC systems. Sometimes the need to 'wait' may seem uncomfortable at first but over time, practice and when given focused attention, the amount of wait time needed for each individual will become more natural. As communication partners we can wait expectantly for AAC users to respond and engage.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: I am **finished** with my food

COMMENT: **(**e.g. The movie is finished, I'm finished cooking)

GOSSIP**:** (He didn't finish his work).

TELL SECRETS: (Don't tell anyone, that I finished the cookies)

ANSWER QUESTIONS: (e.g. yes, I'm finished, she's/he's finished, we're finished)

ROUTINES AND SCHEDULES

Using a visual schedule, comment of things being **finished** (e.g. 'you finished math' 'we're finished playing' 'school is finished')

During mealtime, play time, and other activities comment when you are about to finish and when the activity is finished.

PLAY

Pretend play cooking and talk about items being **finished** cooking. Also, comment on being finished with each ingredient (e.g. finished with eggs, finished with flour, finished with milk)

https://www.teacherspayteachers.com/FreeDownload/Sort-Baking-and-Playing-Language-Activities-Real-Photos-3830509

READING

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

Clifford's spring clean up

https://www.youtube.com/watch?v=X8Nu7e16-7Q

(As you are reading, comment on things Clifford has finished doing)

We're going on a Bear Hunt

https://www.youtube.com/watch?v=kL36gMrHJaI

(Talk about what they have "finished" going through)

SOCIAL INTERACTIONS AND VIDEO MODELING

At morning meeting(s), students can share what they finished doing yesterday, students can also talk about what they need to **finish** soon or later and can ask what other people need to finish doing.

SENSORY MOTOR

In a sensory bin filled with the students preferred sensory filler (sand, beans, rice, shredded paper, etc.) add various items or pictures at the student level (e.g. different colors for younger students, and more complex categories for older students) practice digging through the bin for one color or category until you are **Finished** with one color or categories (model "finished" finding horses, "finished finding "blue"). Once you have dug out everything the model "finished" with digging!

Following the same concept as above try hiding items and playing, find the colors or find the animals (or any other categories) around a room and run around looking for the items for more large movement! Once you've found all the items in a category, model "finished blue" or "finished cats"

STRUCTURED ACTIVITIES

At the end of the day have students focus on things they have finished doing today and practice talking about those activities. Practice modeling "I finished reading" "I finished coloring" "we finished our story" etc.

VIDEOS, MUSIC, ANIMATED SHORTS

Day-O Time to Go Home

https://www.youtube.com/watch?v=sGT9hjGcA10

(talk about being **Finished** with the day, talk about all the things that they **Finished** during the day)

Young Adults

The Kill-30 Seconds to Mars

Lyrics- "I am finished with you"

https://www.youtube.com/watch?v=8yvGCAvOAfM

ART OR SCIENCE ACTIVITIES

Choose a craft for 'Going on a Bear Hunt' that involves multiple steps such as cutting, gluing, and coloring. As you finish each step, practice saying "finished cutting" "finished gluing" then put the materials needed for the step you are finished with away or out of sight.

http://www.pinkstripeysocks.com/2014/07/3-easy-bear-hunt-activities-with.html#more

USE OF APPS OR OTHER TECHNOLOGY

Make cupcakes on Cupcake Maker-by Bluebear *and emphasize the word* 'Finished' **after each step of the "cooking" process.**

Adults can create low-tech word banks to make simple sentences, (e.g. "we'" "are" "finished" "with" "" "eggs" "flour" "butter", etc.). The students can scramble the words to make phrases or sentences.

Toca Hair Salon

Take turns cutting, coloring, styling hair and model "finished" after each step. "Finished cutting" "finished coloring" "finished brushing"

WORD WALL: Add the word, **Finished** on the Word Wall.

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

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Kelsey Robin @ kelseyrobin93@gmail.com
Thank you!

CORE WORD: Name

Wait Time: Last month we addressed Aided Language Stimulation, this month we take a look at wait time. Providing adequate 'wait time' is an important consideration for communication partners while interacting and engaging with persons who use AAC systems. Sometimes the need to 'wait' may seem uncomfortable at first but over time, practice and when given focused attention, the amount of wait time needed for each individual will become more natural. As communication partners we can wait expectantly for AAC users to respond and engage.

WAYS WE CAN USE THE WORD

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

DIRECT ACTION (e.g. write my **name**)

SHARE INFORMATION (e.g. my name **Alisa**)

ROUTINES AND SCHEDULES

Arrival: Adults can encourage students to find their **name** and put their backpack where their name is upon arrival (e.g. "Put your backpack by your **name**").

Circle: Adults can prepare students names'(and their picture) laminated and taped to the carpet or on their chairs. Students can practice finding and sitting on or next to their name during circle time (e.g. "Sit by your **name**").

Adults can make a point to intentionally greet everyone by **name** during circle time and encourage students to do the same. Once students have caught on

to this routine, adults can present different students' names to the class and ask "who's name?" students can look at, point too, or say the chosen student's name out loud.

Snack/mealtimes: Adults can set up the lunch/snack table with name tags (the name tags can have a picture of the student to reinforce their name) and students can find their name to sit by (e.g. "sit by your **name**").

PLAY

Toys and Games

During imaginative play, students can choose to play with babies, puppets, stuffed animals, action figures or any other beloved character to practice asking for and telling their **names** to (e.g. "your name?", "my name Mater"). Adults can support students in this dialogue by providing many opportunities and models (e.g. "who is your friend? What name?"). Another way adults can provide more opportunities is to keep introducing new stuffed animals/action figures and say "Hi! My name *(insert random name here)*."

Recess

During recess, adults can support students in writing their name in chalk outside on the ground. Students can tip toe, stomp, run, or jump on their **name** for fun!

If there is somebody who looks like fun to play with, adults can support students in asking a new friend what their name is at recess.

READING

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

[Children's Books Read Aloud: Hello My Name Is Ruby by Philip C. Stead | Once Upon A Story](#)

"Alma and How She Got Her Name" by Juana Martinez Neal (read by Sen. Laura Sturgeon, 4th District)- DSEA Literacy Channel

Thunderboy Jr. by Sherman Alexie Read Aloud by Read Me A Book

SOCIAL INTERACTIONS AND VIDEO MODELING

With support from adults students can go on a "Name Scavenger Hunt" around their school or classroom. Students can bring their name tag with them and introduce themselves to new friends, "My **name** Alisa."After they have shared their name, students can ask their new friend what their name is (e.g. "you/your name?").

SENSORY MOTOR

Students can "write" their name with their bodies by moving their legs and arms as if they are writing their names in the air.

This video can help with body letter movement ideas! All of us have very different bodies, and this may be tricky for some students to participate in depending on their body. If that is the case, maybe they can direct you to spell their name for them!

Body Letters Alphabet Song | Make Letters With Your Body | ESL for Kids | Fun Kids English

Name Dance Party: Students can participate in a dance party. Adults can hold up the students name tag, their picture as well as say their name out loud so that the students know it is their turn! When they hear or see their name it is their turn to do a dance move. Adults can model this new activity by taking a turn first.

STRUCTURED ACTIVITIES

TPK Learning - K12 Grade 1 - English: Introducing Yourself

Teach students about a name. Adults can also take this time to touch on nick**names** and students can share if they have a nickname or what they want it to be!

ART OR SCIENCE ACTIVITIES

My Name/You(r) Name Tag: Students and adults can create their own name tag that has their name written very large, and include any other helpful information.

On the back of the name tag it can say "your name?" or "what is your name?" This can be taken on the "Name Scavenger Hunt" to serve as a visual aid for everyone involved to support students in asking for someone's name.

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello* (or any other story generating app, google slides, powerpoint, ect) create a story for the students. With permission, adults can take pictures of these activities to look over with the students including the icon sequence for "name" in order to make modeling easier for all communication partners! Read the story with the student.

VIDEOS, MUSIC, ANIMATED SHORTS

[What's your name?, Self-introduction Lesson, English for Children - FreddiesVilleVideos](#)

[What's Your Name? Kids Song Kids Academy](#)

WORD WALL: Create a WordWall and add **'name'** 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](#)

For specific questions or more ideas regarding this core word Activity Sheet, please contact Alisa Lego **@newfriendscollective** on instagram.

Thank you!

CORE WORDS: Do

For Educators, Related Service Providers and Parents

Wait Time: Last month we addressed Aided Language Stimulation, this month we take a look at wait time. Providing adequate 'wait time' is an important consideration for communication partners while interacting and engaging with persons who use AAC systems. Sometimes the need to 'wait' may seem uncomfortable at first but over time, practice and when given focused attention, the amount of wait time needed for each individual will become more natural. As communication partners we can wait expectantly for AAC users to respond and engage.

WAYS WE CAN USE THE WORD

SHARE INFORMATION (e.g. I **do** lots of things)

COMMENT   (e.g. I do like that)

ASK QUESTIONS   (e.g. Where do you like to go? Do you like _____?)

ANSWER QUESTIONS (e.g. Yes, I do.)

AGREE (e.g. I do).

EXPRESS A FEELING (e.g. I do feel happy)

CLARIFY (e.g. What do you mean?)

COMPLAIN (e.g. I do not like it)

MAKE CHOICES (e.g. Which one do you want?)

ROUTINES AND SCHEDULES

Going to recess: Students can have an opportunity to ask a student what he or she wants to **do**. Such interactions can be facilitated by an adult, role playing beforehand, with visuals or a social script.

Getting dressed: [Classic Sesame Street - I Can Do It By Myself](#) (Better Quality)Talk about how they are trying to do it by themselves. Can they do it? What are they doing?

Schedules: With adults using Aided Language Stimulation, they can model by posing the question, 'What are we going to do next?"

PLAY

Adults can narrate what students are doing using their voice and the talker, (e.g. you **do** play doh, or you do paint). Provided pause and wait time, student may need more prompting of scaffolds indicating what they are doing.

When appropriate during play, adults can ask what the students like to do and can comment on what they, in turn, like to do.

Adults can ask students what they want to play with by providing two modeled choices, (e.g. Do you want ____ or _____?).

Students can take turns by indicating, (e.g. I do, my turn).

Adults can ask which students want to pick a song or answer a question, and adults can model by saying, 'my turn first' and say, "I do" on the talker. When asked who's next, (being provided pause and wait time) the students can indicate with or without a model, (e.g. I do).

Students can hide something in the room. Then when students look for it, they can ask, (do you want a clue?) (do you want the answer?), (do you know where it is?)

READING

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

[There's Nothing To Do](#) By Dev Petty | Children's Book Read Aloud, By Lights Down Reading

[Do You Like Broccoli Ice Cream? | Super Simple Songs](#)

[Where Do Steam Trains Sleep at Night](#) | Kids Books by StoryTime Train

[Mama, Do You Love Me?](#) by Barbara Joosse|Books Read Aloud|StoryTimeWithMsMelange
[WHAT DO YOU DO WITH A CHANCE?](#) by Kobi Yamada and Mae Besom - PV - Storytime

[Living Books - Green Eggs And Ham (Read To Me)](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Provide two students (at a time) the opportunity to put on a puppet show, (scripted) about what they **do** at school. (Provide the use of visuals as needed, as well as practice sessions with aided language stimulation and ample wait time for students to locate and express messages.

[Video Modeling - Asking a Friend to Play](#) by Meredith Harrah

SENSORY MOTOR

Reading the Eric Carle Book, Head to Toe, the students can make many movements and answer the questions by saying, "I can **do** it."

[From Head To Toe](#) | New Version!!! | Eric Carle | Animal Sounds | Read-A-Loud | Read-Along by Teacher Alee

Students with other physical challenges could participate by accessing other instruments to participate or iPad instrument apps, (e.g. Keezy) to play along with the music if they are not able to perform the movements.

STRUCTURED ACTIVITIES

The adults and students can write about all that they did during the day so that students can have the opportunity to share the information with their families when they go home. Using a predictable writing chart in Google Slides the teachers can write (given class collaboration) what happened during the day and then share the document with the family.

I do many things at school-
I do _____
I do _____
I do _____
I do _____
I do _____

VIDEOS, MUSIC, ANIMATED SHORTS

The Muffin Man | Kids Songs | Super Simple Songs

Sesame Street: Do De Duckie With Ernie

Do Song

Do You Want to Build a Snowman? (From "Frozen"/Sing-Along)
Young Adults
The Police - De Do Do Do, De Da Da Da

Dancing With The Stars Hustle Group Dance "Do the Hustle"

ART OR SCIENCE ACTIVITIES

Students can create these soft popsicles out of pompoms, working on fine motors skills and they can practice asking, (e.g. Do you have _____(color). Adults

can respond, "Yes I do." Adults can also provide choices of colors for students using Aided Language Stimulation, (e.g. Do you want ___ or ____)?

[POMPOM ICE POPS- Highlights Magazine](#)

BY LISA GLOVER

USE OF APPS OR OTHER TECHNOLOGY

Students can play the free online game, Snakes and Ladders with peers. Students take turns playing the game, indicating my turn or I **do**, or I go. https://toytheater.com/snakes-and-ladders/

CookieDoodle App: Students can make cookies, using clear graphics, and make choices regarding shapes, flavors, and then take turns putting in ingredients, decorating the cookies and ultimately eating them. Students can indicate when it's their, (e.g. I do), to put in ingredients, decorate or eat.

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, 'do.'

Abilipad app could also be used for writing with use of pictures, adaptable keyboard, word banks, and word prediction. https://appytherapy.com/abilipad/

WORD WALL: Add the word, **do** 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 Michaela Sullivan @ **michaelasullivan2@gmail.com**
Thank you!

CORE WORDS: Read

For Educators, Related Service Providers and Parents

This activity sheet will provide both activities for students and information to adults about various types of reading interventions and approaches.

<u>Wait Time:</u> Last month we addressed Aided Language Stimulation, this month we take a look at wait time. Providing adequate 'wait time' is an important consideration for communication partners while interacting and engaging with persons who use AAC systems. Sometimes the need to 'wait' may seem uncomfortable at first but over time, practice and when given focused attention, the amount of wait time needed for each individual will become more natural. As communication partners we can wait expectantly for AAC users to respond and engage.

WAYS WE CAN USE THE WORD

SHARE INFORMATION (e.g. I read a book)

COMMENT (e.g. good book)

ASK QUESTIONS (e.g. Did you read it?)

ANSWER QUESTIONS (e.g. I didn't read it)

DIRECT ACTIONS (e.g. You read it).

SHARE NEEDS (e.g. I need to read a book and write a book report).

GET HELP (e.g. Can you help me read it?)

ROUTINES AND SCHEDULES

Arrival: After greeting the student, the Adults can remind the students to **read** the assignment on the board or to look at and/or read the schedule.

Going to bed: Adults can give students a choice of what book they want to read, (do you want _____ or _____) and expectantly wait for a choice response.

Shared Reading time: Students can be provided with a choice of two books to read during shared reading.

Circle Time: Students can select the book they want to read and majority rules.

PLAY

After having **read** their favorite books, during play time, students can make a choice between two books and act like one of the characters in the book, role-play, act-out or make sound effects related to the story, (e.g. animals, vehicles).

Students can pretend that they are the adults and read to a group of students by telling others what they remember or what they see in the book or what they remember hearing.

READING

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

[An Elephant & Piggie Book,](#) "We Are in a Book!" read aloud. By Mo Willems by Story Books Read Aloud

[Grover reads The Monster at the End of This Book](#) by Jon Stone video created by: Aaron Barnes

SOCIAL INTERACTIONS AND VIDEO MODELING

At morning meeting(s), adults can provide a choice of two books that can be **read** aloud in the circle/meeting. Students can take turns being the teacher, asking each student which book they want to read and then they can tally the answers.

Students can announce the book that is going to be read by reading the title, repeating the title after a model or describing the book using verbal speech or their AAC system(s).

SENSORY MOTOR

Students can create their own mini books. They can illustrate and write on them either independently or while working with an adult and an alternative pencil to write. Then comes the fun part….READING their book.

Here is a mini-book template by twinkl.com

STRUCTURED ACTIVITIES

This topic is very near and dear to my heart. After working with preschool students with and without significant disabilities I have found the Dialogic Reading approaches described below to be highly effective in therapy sessions. These help to support the development of vocabulary, overall language skills, attention, interest in books, critical thinking and more. Books provide a wonderful context for individuals to learn language and to relate their own experiences and students often love to read and re-read their favorite books.

Here is an extensive video by Dr. Lonigan on Dialogic Reading (Implementing Level 1 and Level 2 and Level 3 approaches) which he describes as "A scaffolded language interaction about a book."

What is Dialogic Reading? It is an active-engaged type of shared reading. It is less about the book and more- a discussion about the book, which helps to increase vocabulary, critical thinking, overall language skills and more. It is reportedly best provided in groups of 3-5 students).

Here are some [dialogic reading supports and prompts](#) to utilize when engaging in shared reading activities with your students. All of the information below can be found on the Reading Rockets website:

The fundamental reading technique in dialogic reading is the PEER sequence where the adult: Prompts the student to comment on the book, Evaluates their response, Expands upon what they said and then Repeats the prompt to make sure they learned from the expansion. Doesn't this sound like so much of what we already do in our Speech and Language sessions, lessons and while reading books at home with our students. This is validation that you ARE helping your students just by talking about the book and having fun with the book. Additionally,there are prompts that are described in the above website that make so much sense. You can remember each by remembering the pneumonic: CROWD. Here they are:

Completion prompts (Adults have the student complete a phrase or sentence about what they see in the book, e.g. That is a ____).

Recall prompts: (Adults ask the students questions about the book to see if they can remember what happened)

Opened Ended Questions: Asking open ended questions allow students to think for themselves and generate their own novel ideas, (e.g. what do you see?).

WH questions: Ask them WH questions in the book to see if they know what the items are or what they think is happening.

Distancing- Relate the story to their own lives. This is the clincher. This is when the student begins to relate to the text to eventually gain a better understanding of themselves and the information that they hear and receive.

How fun is this approach? Any book can be a built in therapy/educational tool for a contextual conversation.

VIDEOS, MUSIC, ANIMATED SHORTS

[The Reading Song- World Book Day 2019](#) By Newington CPS

[Reading Song | CoComelon Nursery Rhymes & Kids Songs](#)

[I Love Reading](#) - Reading and Book by the Fabulous Lemon Drops Song

[Book Song! | We Love Books! |](#) Original Songs | By LBB Junior by Moonbug Kids-Cartoons and Kids Songs

[Reading (Happy Song)](#) by Adreanna Clark

This section focuses on literacy instruction by Dr. Caroline Musselwhite- For Educators, Related Service Providers, Parents and more!

[Symbols and Learning to Read with Dr Caroline Musselwhite](#)

[Good Literacy Instruction is Good for All Students with Dr Caroline Musselwhite](#)

Young Adults
[Engaging Older Students with Dr Caroline Musselwhite](#)

ART OR SCIENCE ACTIVITIES

Students can write a book, it can be about themselves or something else. BUT make sure they decorate the cover in whatever they want with anything they want to create their own art.
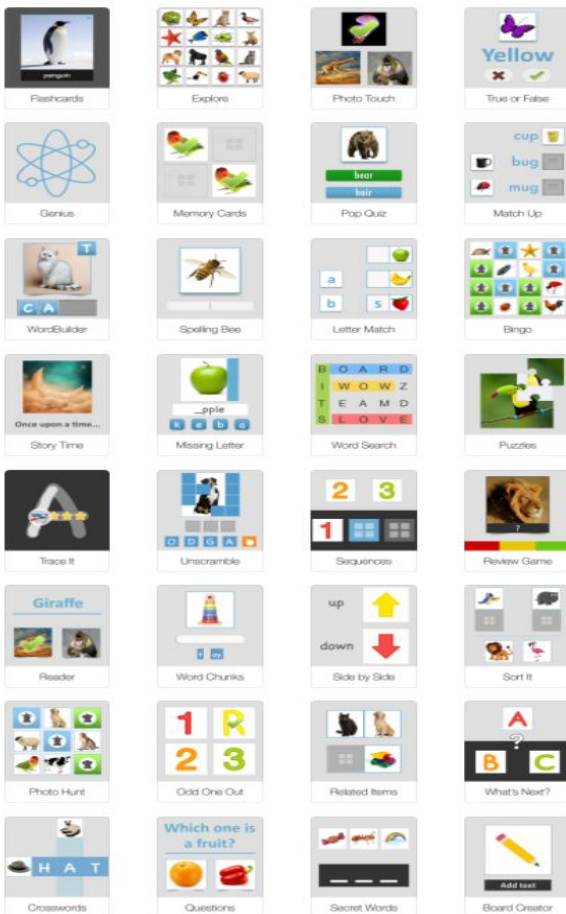
USE OF APPS OR OTHER TECHNOLOGY

I Like Books app, (free) 37 Picture Books in one, by Grasshopper apps, (free) (e.g. I like animals, I like boas, I like cats, I like dogs). Users can have the book read to them, they can **read** it by themselves or have it autoplay, listening to it and the page can turn automatically. Students can customize their story and even read and record it in their own voice.

[Tarheel Reader-](#) A Free, accessible resource of books created by accomplished authors and the community that can be read aloud via computerized speech. In addition to reading the books and search for topics, readers can also create and publish books on this site.

[Tarheel Shared reader](#) The Shared reader website provides the student/reader with access to vocabulary at the bottom of the book to engage more in book reading by using core words to express a variety of communication functions.

Bitsboard app: Is a Fun, learning app with numerous games and activities that are created and modified by the user or created by the community. Here is a snapshot of the various games that in part can address reading skills

Flashcards	Explore	Photo Touch	True or False
Genius	Memory Cards	Pop Quiz	Match Up
WordBuilder	Spelling Bee	Letter Match	Bingo
Story Time	Missing Letter	Word Search	Puzzles
Trace It	Unscramble	Sequences	Review Game
Reader	Word Chunks	Side by Side	Sort It
Photo Hunt	Odd One Out	Related Items	What's Next?
Crosswords	Questions	Secret Words	Board Creator

WORD WALL: Add the word, **read** 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 Michaela Sullivan @   **michaelasullivan2@gmail.com**
Thank you!

CORE WORDS: What

For Educators, Related Service Providers and Parents

Wait Time: Last month we addressed Aided Language Stimulation, this month we take a look at wait time. Providing adequate 'wait time' is an important consideration for communication partners while interacting and engaging with persons who use AAC systems. Sometimes the need to 'wait' may seem uncomfortable at first but over time, practice and when given focused attention, the amount of wait time needed for each individual will become more natural. As communication partners we can wait expectantly for AAC users to respond and engage.

WAYS WE CAN USE THE WORD

SHARE INFORMATION (e.g. I'd like to tell you what I've been doing)

ASK QUESTIONS (e.g. What do you want? What is your name?)

ANSWER QUESTIONS (e.g. That's what I said.)

AGREE (e.g. That's what I think, too).

EXPRESS A FEELING (e.g. what is the word to express how I'm feeling?)

CLARIFY (e.g. Is that what you said?)

COMPLAIN (e.g. What do they think they are doing?)

MAKE CHOICES (e.g. What is left to choose?)

DISAGREE (e.g. I don't like what they are saying).

DIRECT ACTIONS (e.g. what way should you move my hips to make them more comfortable).

SHARE NEEDS (e.g. What I need is some medicine).

ROUTINES AND SCHEDULES

Morning meeting: Tell us your name. **What** is your name?

Mealtimes: What do you want for snacks? goldfish or apples?

Shared reading before bed: What book do you want to read?

Getting dressed: What do you want to wear, (this or that/choice of two)

PLAY

Given a choice of two toys/activities, ask the student, (**what** do you want?)

Comment on what they chose and reinforce the word, 'that is what you want.'

 TouchChat WordPower 42 Basic

READING

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

My First Word Book 📖 Usborne Books & More

(You can use this book by pausing on each page and asking the student, '**what**' the items are, (e.g. What is that). This can build question formulation and vocabulary.

[Polar Bear Polar Bear, What Do You Hear](#) created by Justin Brannick

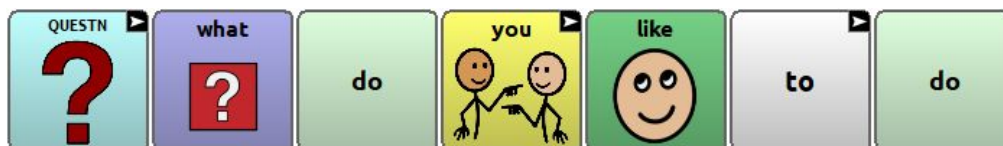[Dinosaur Rap](#) | Barefoot Books Singalong
(Adults can ask what the dinosaur and people are doing).

SOCIAL INTERACTIONS AND VIDEO MODELING

Use social scripts for students to ask questions of one another. Many apps, have pre-programmed answers as to biographical information but we can expand from there:

What is your name?

What do you like to do?

What do you like to eat?

What stores do you go to?

The above was created in Chat Editor, a free software application from Saltillo that can be downloaded on a PC computer. It does not work on a Mac, unfortunately. The user area above reflects the TouchChat with WordPower 60 Basic. It also supports LAMP.

Another idea, during morning meeting(s), students can ask questions of the adult(s), (e.g. what are we doing today).... Or adults can model that question and then go over the schedule.

To make it a more interactive activity, students can gather in pairs to discuss the answers to the questions and then share with the group.

SENSORY MOTOR

Adults can form a circle and the leader makes a move or action. The adult can ask, everyone, '**what** did ___ do?' and the other students and adults imitate. Each student takes turns being the leader.

STRUCTURED ACTIVITIES

Explicitly teach the word, **what** using a big core board, low-tech or use of a students' AAC system. Indicate that it is a question word and ask some simple questions that you know they can answer in their AAC system and/or verbally. Expand to other, 'what' questions during the day.

Farm animal activity: Read a book about farm animals. Consider having a barn with animal figures during the reading and then talk about animal sounds. Make an animal sound and ask the student, 'what makes the sound' and see if they can model the answer in their talker(s). Students may need or benefit from Aided Language Stimulation support and/or a field of two choice, (e.g. bird or cow) to answer the questions.

Item hidden in a bag: Hide an item in a bag and allow the student to feel it but don't open the bag. Use aided language stimulation to model asking the question, 'what is it?' Have the students describe what it feels like and to guess

what it is. Open the bag for the big reveal. Repeat this fun activity using a variety of fun toys to play with and slowly pause and prompt to see if the student begins to spontaneously ask the question, 'what is it?'

VIDEOS, MUSIC, ANIMATED SHORTS

The Present - OFFICIAL
During the video, stop and pause and ask what is happening.

What Do You Like To Do? | Kids Songs | Super Simple Songs

Song: What's Your Name?

Video Modeling - Asking Questions by Watch me Learn

ART OR SCIENCE ACTIVITIES

Adults can use cookie cutter shapes and ask what each student likes and once chosen, the student can trace the shape five times on the paper.
Then the adult can ask the student, what color they like and then they can paint it or color it in with the chosen color. (repeat for the 5 traced shapes) using aided language stimulation, emphasizing the word, 'what.'

USE OF APPS OR OTHER TECHNOLOGY

SoundTouch app: Utilize the soundtouch app to find animals, vehicles, instruments and home items and listen to **what** sounds they make. The adults can ask, 'what says moo?' and other various sounds.

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, 'what.'

WORD WALL: Add the word, **what** on the Word Wall.

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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 Michaela Sullivan @ **michaelasullivan2@gmail.com**
Thank you!

September

you	eat	drink	yes
+ - ?	+ - ?	+ - ?	+ - ?
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
no	put	see	sit
+ - ?	+ - ?	+ - ?	+ - ?
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
like	on	off	finish
+ - ?	+ - ?	+ - ?	+ - ?
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
name	do	read	what
+ - ?	+ - ?	+ - ?	+ - ?
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:

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

Supports			
Activities			