

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%](https://www.assistiveware.com/blog/dos-and-donts-aac-wait-time#:~:text=A%20study%20by%20)

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=maga3jE4Yto> (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: Was

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: About the weekend (e.g. I **was** _____)

COMMENT: (e.g. He was swinging, I **was** dancing)

ANSWER QUESTIONS: (e.g. I **was**, she was, he was)

ROUTINES AND SCHEDULES

End of day: During the end of the day meeting, or when coming back from a break from the classroom, an adult can ask the student about what they were doing and help model "I **was** _____" (e.g. playing, reading, singing, writing, etc.)

PLAY

Adults and students can pretend they are the old lady in “There was an old lady who swallowed a fly” and take turns saying silly things that they are eating.

After recess or other activities where students play, an adult can lead a discussion on what each child **was** doing. (e.g., I was playing basketball, I was swinging, etc.)

READING

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

The Very Busy Spider by Eric Carle, read by Animated Children's Books

https://www.youtube.com/watch?v=TfL0g-XRxnA&ab_channel=AnimatedChildren%27sBooks

SOCIAL INTERACTIONS AND VIDEO MODELING

Video Modeling:

Past tense, how was your summer vacation? By English Singing

https://www.youtube.com/watch?v=KiNUkRPOpQY&ab_channel=EnglishSinging

SENSORY MOTOR

Adults can facilitate a sports game such as soccer with the students to emphasize different people's turns (e.g. “it was your turn, and now it's your friends turn”). Students can also use '**was**' when they are describing it was someone else's turn.

STRUCTURED ACTIVITIES

The adults could use a writing chart, (paper, a white board or virtually on Google Slides) to ask about topics that a student did the day before or over the weekend. (e.g., I was playing, I was dancing, I was singing, etc.)

I was _____
I was _____
I was _____
I was _____

VIDEOS, MUSIC, ANIMATED SHORTS

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

Was song by Miss Molly:

https://www.youtube.com/watch?v=N5gkRCnPEbQ&ab_channel=MissMolly

There was an Old Lady Swallowed a Fly Song – King of the Classroom

<https://www.youtube.com/watch?v=DCQzowH7cB8>

ART OR SCIENCE ACTIVITIES

‘There **WAS** an (*insert students name here*) Who Had a Fun Day’: Adults can take a collection of photographs all throughout the day and at the end of the day put them together in a book or collage.

USE OF APPS OR OTHER TECHNOLOGY

Toca Kitchen Monsters: Talk about how different foods, pans, spices, etc. are beside another object. In the app, there are different scenes. In one scene, the user is preparing food for the Monster, an adult can model “let’s get the fruit that is **beside** the meat”, etc.

WORD WALL: Create a WordWall and add ‘**was**’ 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: Did

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 **did** a lot of homework)

COMMENT (e.g. You **did** a great job)

ASK QUESTIONS (e.g. **Did** you go on a trip?)

ANSWER QUESTIONS (e.g. Yes, I **did**.)

CLARIFY (e.g. What **did** you mean?)

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

DISAGREE (e.g. I **did** not like it).

ROUTINES AND SCHEDULES

Morning Meeting: At morning meetings, adults can ask students, (e.g. "what did you do after school, last night or over the weekend?"). The students can answer questions using their talkers and adults can provide more scaffolded supports if

needed as well as reminders of what occurred, (given shared information from parents, etc.). Adults can provide options, presented in choices of two, (e.g. did you go to the beach or did you go to the park?). Students can utilize the word or phrase, “I did” during this exchange.

After School: Adults can ask students what they did at school. The adults at school can prepare a low-tech worksheet with the students to provide visual support and information to assist them in sharing what they **did** at school. This is the single most consistent question therapists and educators receive from parents. Parents want to be able to ask students, ‘what happened during their day.’

PLAY

Adults can comment, (in the moment) on what the student is doing, (e.g. you **did** it, you did a great job), during activities and situations throughout the day. Adults in turn can also comment and inform what they did.

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

Commenting During Play:

(Blocks): The students collectively built a block tower, (e.g. Adults can comment: “We did it.” “You did it.”

Adults can ask students what or who they played with outside, using ALS and their communication system to offer two choices, (e.g. Did you play on the swings or slide, or did you play with (insert name) or (insert name)?

READING

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

These books provide a great opportunity to ask the students, "What **did** David do?"

[No, David!](#) - Animated Children's Book

[NO DAVID! - KIDS BOOKS READ ALOUD - COUNT ALL HIS TOYS - FUN FOR CHILDREN](#) | DAVID SHANNON

Ask the students, (e.g. What did he do?) Students can answer but can also learn to pose questions with the word, did.

[David Goes to School!](#) - Animated Children's Book

[David Gets in Trouble](#) by Simicrane the one provides a great opportunity to have the students comment on what they were seeing.

SOCIAL INTERACTIONS AND VIDEO MODELING

Pair two students together and have them ask what they **did**: at recess, over the weekend, or on their summer vacation.

Adults may need to facilitate this interaction at first, and even role play. The use of Aided Language Stimulation as well as visuals would be helpful.

(Chat Editor Program- 60 Basic)



Relaying what happened during the school-day: Adults can prepare students to express what they did during the school day so that they can relay what happened when they get home. How? Adults can take turns role-playing and using ALS along and visual cues to each share what happened during the school day. After practicing a few times, the adult can engage in an exchange of information about what happened during the student's (providing the visual cues, scripts) and by providing pause and wait time for adequate student processing time.

SENSORY MOTOR

Adults can assign each student to perform an ACTION, (depicted on a symbol card accompanied by a word OR just the word depending on the student's reading skills). Such actions can be reviewed as a group to make sure everyone knows and understands each action word. While in a circle or meeting, adults can call on students individually to perform the assigned action in the group. After everyone has a turn performing their action, adults can hold up the card and ask, "who **did** it?" Students can have the opportunity to comment, (e.g. (name) did it, or I did it.

Then, to make this more of an interactive activity, small groups of students can perform a specific action together and then after they are finished, when the group of students is asked, (who did it? They can comment by indicating, "they did it or name each person who did it.

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 adults 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 did _____
I did _____
I did _____
I did _____
I did _____
I did _____

I did _____

VIDEOS, MUSIC, ANIMATED SHORTS

[Did-](#) song to teach the sight word "did" by Miss Molly

[Did Song by Have Fun Teaching:](#)

[I Can't Remember The Words To This Song](#) | Kids Songs | Super Simple Songs

Young Adults

[Britney Spears - Oops!...I Did It Again](#) (Official Video)

[Bette Midler - Wind Beneath My Wings](#) (Official Music Video)

ART OR SCIENCE ACTIVITIES

Decorate the word, **DID**.

There are so many ways that students can decorate and create an art project focused on the word, did. Here is one idea:

Adults can write the word, 'did' in glitter glue. They can then continue to decorate the paper with markers, paint, crayons and more.



USE OF APPS OR OTHER TECHNOLOGY

Students can play the free online game Uno and can describe what the other students **did**:

[Uno](#) (link)

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 what they did. For example, who put the butter in, (e.g. I **did**, ____ did).

Adults and students collectively can utilize the Pictello app to write about all the things they **did** at school (taking lots of pictures daily to capture the moments that illustrate what they want to convey). This can be shared with families and caregivers by emailing or ____ so that the students can have visual and written support that will help to talk about what happened during the day.

WORD WALL: Add the word, **did** 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 WORD: **Jump**

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 ACTION: You **jump**

CESSATION: stop **jumping**

RECURRENCE: more **jumping**

NEGATION: no **jumping**

ROUTINES AND SCHEDULES

Recess: There are many different games that can be played at recess that involve jumping (e.g. jump rope, hopscotch, basketball, etc.) Students and adults can talk about the different activities that involve jumping and if the student wants to **jump** or just watch for today.

PLAY

Jump ropes can be used to play. Students can use a jump rope by themselves or with other peers and adults. Adults can model and say, “you are **jumping**” or “you are not jumping right now”. This can be expanded into any play activity that involves jumping.

READING

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

Five Little Monkeys Jumping on the Bed by Eileen Christelow, read by Eunice books and words

https://www.youtube.com/watch?v=BN-uIEWxLkM&ab_channel=EUNICEbooksandwords

Fox and the Jumping Contest by Corey R. Tabor, read by Book time with Arthur Fishface

https://www.youtube.com/watch?v=fUYT6q3kezc&ab_channel=BooktimewithArthurFishface

SOCIAL INTERACTIONS AND VIDEO MODELING

Music can be played, and the students can jump around and dance to the music. Adults and students can pause the music and talk about what dance move or jump they had just done. Students and adults can take turns jumping and asking one another about which jump or dance was their favorite.

After Recess or outdoor play, the adult can ask the students about what they did. They can take turns saying who they played with and if/how they jumped while they played.

SENSORY MOTOR

A trampoline can be used for sensory motor time. At any point, before jumping, during, or after, the adult can model “you are **jumping**”, etc. based upon when they are talking with the student.

The student can also do jumping jacks for sensory motor needs. The adult can focus on modeling “When you do jumping jacks, you are jumping and clapping your hands together.”

STRUCTURED ACTIVITIES

The adults make core word into puddles (picture below) that the student is focusing on as well as the word jump. The puddles can then be a space apart and students can say the core word in a sentence “I am **jumping** to _____”.

Project idea and image from fantastic fun and learning

<https://www.fantasticfunandlearning.com/puddle-jumping-sight-word-game.html>

VIDEOS, MUSIC, ANIMATED SHORTS

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

Sight word Jump by ESL Kids World

https://www.youtube.com/watch?v=uplOJllhXOk&ab_channel=ESLKidsWorld

Sight Words Level 1 by Rock n' Learn

https://www.youtube.com/watch?v=Cp8qBjzMPnQ&ab_channel=Rock%27NLearn

ART OR SCIENCE ACTIVITIES

For a science activity, you can do dancing rice. In this experiment, the rice will dance and go up and down and this dancing can also be seen as jumping.

Adults and students can comment “the rice is **jumping** up and down” while watching the rice. Instructions can be found at green kids craft

<https://www.greenkidcrafts.com/dancing-rice-experiment/>

USE OF APPS OR OTHER TECHNOLOGY

Dinos Jump: This app has a dinosaur that is controlled by the user. The user makes the dinosaur **jump** to collect coins and avoid different obstacles that are in the course.

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

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

CORE WORDS: **Talk**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

SHARE INFORMATION (e.g. Let's **talk** and catch up on what's happening)

COMMENT (e.g. talk about crazy)

ASK QUESTIONS (e.g. Did you talk to your teacher, yet?)

ANSWER QUESTIONS (e.g. Yes, I talked about it.)

CLARIFY (e.g. Sometimes when I talk it is hard to understand so let me tell you with my AAC system)

DIRECT ACTIONS (e.g. Can I talk you through how to lift me up?).

SHARE NEEDS (e.g. I'd like to talk about my community goals).

ROUTINES AND SCHEDULES

Morning Meeting: At morning meetings, adults can ask students, a variety of questions or even have TOPIC cards to foster conversation, (e.g. let's **talk** about

cats vs. dogs, or pizza vs ice cream, or your favorite vacation. This open-ended activity can really provide an open platform for students to share their ideas, opinions and comments.

After School: Adults can ask students what they did at school and that they want to TALK about it. The adults can use Aided Language Stimulation by saying that they want to TALK about their day and then leave it open for the students to talk and share about their day. Adults, being aware of their student's schedule, can ask them about what they did or what they thought of each activity, (e.g. recess or speech) and/or ask which one they liked better. Reinforcement and praise for 'talking' about their day is recommended.

PLAY

While playing with students, adults can comment and **talk** on what they like to do, using Aided Language Stimulation, and when given the opportunity, ask the student using their talkers' and voice to talk about the toys they like to play with or the things they like to do.

Adults can support students to make comments on specific toys they play with and to talk about them. If students like to play with bubbles, adults can begin modeling making comments on bubbles, (e.g. This is fun, I like it, blow). This strategy of 'talking' about topics and toys can permeate throughout the day.

Following the child's lead and commenting on what they are doing and using the word, 'talk' on their communication systems can assist them in realizing that they are talking when they use their system, (even if students do not have intelligible speech). Positive reinforcement for talking about anything, whether it relates to the topic or not should be provided. Talking is something to be celebrated and responding to and trying to relate what the students express to the present environment will help them build language skills and the courage and habit of using their talker during a multitude of activities.

READING

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

[My Crayons Talk by Patricia Hubbard](#) | Children's Book Read Aloud (Read by Lights Down Reading),

[The Gingerbread Man Fairy Tales and Bedtime Stories for Kids in English](#) by Fairy Tales and Stories for Kids

[Are You My Mother?](#) By P.D. Eastman Read Aloud (Read by Story Time with Miss Jeannie)

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can recognize the many ways their students communicate during interactions, (e.g. verbally talking, gestures, pointing, moving their bodies, using low-tech communication boards and using communication systems). School classrooms, communities and societies contain a diverse population of learners and communicators.

Facilitating ways for students with complex communication needs to communicate with each other is no small feat. Provision of wait time, and providing systems and targets for high-demand activities, (time-wise) will be necessary for successful communication interactions, (e.g. using a Step by Step to answer a question in an Inclusion English class or to read a repeated line). Now, more than ever, we are relying on the CORE words as the words to be attuned to, for the peers to be attuned to, and for us to help facilitate the interaction and even interpret what they are trying to say.

We, as SLP's, Educators, Para Pros, Parents and many other specialists are still figuring this out. We reach for guidelines in the AAC participation plans we create but true communication with one another is that goldmine that is hard to find and does not happen overnight.

Building the safe community of communication partners seems to be the golden ticket.

I've seen magic happen, when educators and parents and others view their students' communication systems as true extensions of themselves and where it is used throughout the day to **talk**. When students begin feeling comfortable speaking/communicating in structured situations, then more spontaneous communication often happens in a variety of settings. And with this expectation and with facilitation, encouragement and just communicating with one another using multiple modes then this expectation develops into a habit for our students. That's the magic! We expect them to talk and wait and respond to what they say.... whatever they say and relate it to the context we're in to give it meaning.

I have often visited other classrooms where students may be fully included and have spoken to the entire classroom of general education students about the many forms of communication including texting, gestures, sign language, and, of course, AAC. This has been helpful in building an awareness of how students use AAC systems to communicate and usually one or two or more students emerge who want to learn more about it and serve as a peer mentor.

We continue to strive and to talk and engage.

SENSORY MOTOR

Students can learn very well in real life situations where they can touch or feel something.

Make sure each student in the class has the opportunity to see one another's talkers and with permission, maybe they could even touch their friend's communication system.

Adults can reiterate that this is the way that ____ **talks** to us.

As adults we continue to reiterate that there are many ways to talk to each other and the AAC system is one of them.

STRUCTURED ACTIVITIES

The word, **talk**, is one we use all the time with our students who use AAC systems. Explicitly teach the word, talk using a big core board or on the students' AAC systems.

Adults can talk about the many ways the students talk or communicate. Many of our students can speak, (either a lot or very little). Some of our students speak clearly, but the language that is expressed may be more scripted and may not be relevant to the situation at hand and for other students, their speech may be highly unintelligible. We often refer to our students' communication systems as 'talkers,' and the way and to the extent that each student utilizes their system is very unique and individualized given their strengths, skills and needs.

Once a student has an AAC system, they begin 'talking' or communicating in a different way. We teach them the core words and make sure they have support to access the curriculum and community. Participation plans are important so that we can make sure they have a robust communication system to express themselves and grow into. Having a curriculum and program is important in order to have a framework to apply their communication skills.

Take pictures and/or videos of each student and create a Google Slides or PPT presentation and in front of the class spotlight each student and talk about how he/she communicates, the various systems and how they communicate with each other.

Ask students what their favorite words are to say!

Ask the student what their favorite topics are to **talk** about.

VIDEOS, MUSIC, ANIMATED SHORTS

[Proloquo2Go - Communication is Conversation \(by Assistiveware\)](#)

These students are talking to and with each other and adults are facilitating!

Animated Short:

[Snack Attack by Eduardo Verastegui](#)

How could this interaction have been different if they had **talked** to each other?

ART OR SCIENCE ACTIVITIES

Compare two students' talkers (at a time), side by side and **talk** about how they are the same and how they are different.

USE OF APPS OR OTHER TECHNOLOGY

Spotlight each student's communication system by writing a story on Pictello or Book Creator about what it looks like and how the student uses it. This story could be helpful to the next teacher or new caregiver who may not know how to use the system. The adult can be as specific as possible, (e.g. how to program or backup or strategies used) or as general as needed or appropriate.

WORD WALL: Add the word, **talk** 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](#)

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Thank you!

CORE WORD: **Smile**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

COMPLEMENT (e.g. love your **smile**)

DIRECT ACTION (e.g. you **smile**)

DESCRIBE (e.g. big **smile**)

ASK QUESTION (e.g. **smile** together?)

ROUTINES AND SCHEDULES

Arrival: Adults can tell students that they are happy to see their smile when they get to the door. Adults can have a smiley face by the entrance. This creates a moment where adults can model "**smile**" and students can too.

Circle: During circle time adults can give each students a printed out physical copy of their favorite picture and have the students bring it up to share with the class, the adult can facilitate this by saying "Ellie's here and she brought her **smile** today!"

Snack/mealtimes: With permission, students can use crackers to make a smile during snack time. Students/adults can also use “**smile?**” to ask each other if any of their crackers have a smile (goldfish do!).

PLAY

Toys and Games: Students can take photographs and direct people to **smile**, or they can take a selfie and watch themselves smile.

Recess: During recess, adults can help students count how many **smiles** they see (e.g. “Our friends are having fun! I see so many smiles, let’s count how many we see, 1, 2, 3.”).

READING

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

[I Love it When You Smile by Sam McBratney Read Aloud - Storytime with Miss Jeannie](#)

[Birdy’s Smile Book by Laurie Keller read aloud by Anakyn Bookwalker](#)

[Because Amelia Smiled by David Ezra Stein read aloud by Amy Teetzen](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

With supervision, students can go on a walk around school and see how many smiles they can find. Throughout the activity, students can take selfies with the new smiles they find and can be looked over at the end of the activity or put into a book (see ‘Use of Apps and Other Technology’ section).

SENSORY MOTOR

Students and adults can practice making different size smiles with their face and a mirror (e.g. “let’s make a big smile with our mouth! Now let’s make a little smile).

Play tag and instead of saying 'tag' when you'd usually say it, say "**smile**" instead. Adults should model this new word, so naturally the first adult who reads this is it. SMILE, you're it! :)

STRUCTURED ACTIVITIES

Adults can explicitly teach "smile" by facilitating a conversation about smiling: E.g. "We **smile** when we feel happy and we share it that way. When we smile, it lets other people know what kind of mood we are in. Smiles help to tell friends that we enjoy their company!"

Predictable Chart Writing

I smile when _____
I smile when _____
I smile when _____

ART OR SCIENCE ACTIVITIES

Students can create an emoji with a **smile**. On the back, adults can help students write "smile" and put the symbol/symbol sequence for smile as well. Adults and students can write a few sentences that may help future communication partners understand the student in a new way, "I smile when to say "yes."

"Smile Fashion Show" - Students can make different smileys using art supplies. Adults can help students attach these smiles to popsicle sticks and students can try on different smiles to see what they look like. Students can try on each other's smiles too and show each other what they would look like in a 'Fashion show' at the end of the activity.

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello* (or any other story generating app, google slides, PowerPoint, etc.) create a “smile” story for the student(s). Adults can take pictures of the students doing the above activities and, on each page, write a sentence with the word. If possible, include the icon sequence for 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

[When Someone Smiles at Me - Faces and Feelings - Dany Rosevear](#)

[Kirk Franklin - I Smile \(Video\)](#)

[You Smile, I Smile by Justin Bieber lyrics crazymusicfreak101](#)

[Smiley Animation - Karo](#)

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

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

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

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

Thank you!

CORE WORD: Cry

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 **cry**)

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

DIRECT ACTION (e.g. **cry** together)

DESCRIBE (e.g. she **cries**)

ROUTINES AND SCHEDULES

Snack/mealtimes: Sometimes food doesn't taste as good as we wish it did, students can use '**cry**' to indicate they are crying, they can also use it to comment that their friend is crying.

Circle: Sometimes getting to school is the hardest part, students can use '**cry**' to indicate they are crying or if they see a friend crying during circle time.

PLAY

Toys and Games: With the students' favorite toy adults can facilitate imaginative play and students can indicate that their character is crying (e.g. "he **cries**").

Recess: Recess can be a tricky time for everyone sometimes, there are rules, a lot of people who we don't know, and sometimes people fall down! During recess students can use "**cry**" to share information about themselves or a friend who is crying.

READING

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

[Big Boys Cry by Jonty Howley | Children's Book Read Aloud by Lights Down Reading](#)

[Why Do We Cry? Fran Pintadera Read Aloud by The Social Emotional Learning Hub with Ms. Sheera](#)

[Llama Llama Misses Mama by Anna Dewdney Read Aloud by Grandma's House](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can teach students that when they see someone who is crying, to say "**cry.**" During these moments it's important to listen to what the child is saying whether their feelings are hurt or worried about a friend, crying provides a special moment to listen.

SENSORY MOTOR

Using sponges and a bucket of water, when the "sponge" is full the only way it can get back to its original size is to 'cry' out the water. Students can use "**cry**" when they are squishing water out of the sponge.

STRUCTURED ACTIVITIES

Adults can explicitly teach students some reasons we **cry**.

The following videos may be helpful in facilitating a conversation about crying:

[Why Do We Cry? - It's Okay to Be Smart](#)

[Why Do We Cry When We're Sad? SciShow Kids](#)

Predictable Chart Writing

I cry when _____
I cry when _____
I cry when _____

ART OR SCIENCE ACTIVITIES

"I Feel Wheel"- using a paper plate/flashcard, any available art supplies (paint, markers, and a binder ring. Students can create an emoji who is **crying**. On the back, adults can help students write "**cry.**"

For adults and students who enjoy science, the following video explains the scientific reasons why onions make us **cry**:

[Why Do Onions Make You Cry? Magicbox English](#)

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello* or *Tar Heel Reader*, create a story that captures the meaning of **cry** for that particular student. Adults can take pictures of the students doing the above activities (e.g. creating their "I feel wheel"). If possible, include the icon sequence for "cry" 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

The following videos may be helpful in facilitating a conversation about crying:

[Inside Out - Meet Sadness](#)

[Feelings and Emotions Song for Kids - Fun Kids English](#)

[When I Am Feeling Sad - BabyA Nursery Channel](#)

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

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

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

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

CORE WORDS: Spell

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 will spell out my answer)

COMMENT (e.g. great job spelling)

ASK QUESTIONS (e.g. Can you spell it?)

ANSWER QUESTIONS (e.g. I can spell it)

CLARIFY (e.g. I don't understand that. Can you spell it?)

SHARE NEEDS (e.g. I need help with my spelling).

ROUTINES AND SCHEDULES

Arrival: Adults can point to the student's name on the top of their schedule once they arrive and check their schedule. Adults can take a few moments to verbalize the spelling of their name. Additionally, using the talker, the adults

could utilize it and ask, which is your name and provide a choice of two names on the talker, (by pointing to two choices).

Circle or Morning Meetings: The adults can point to and **spell** together everyone's name as they are called to the circle/meeting.

PLAY

Students can play with a variety of toys to assist with letter awareness and **spelling**, such as puzzles with the alphabet, puzzles matching the word to the item, a magna doodle or magnetic letters on a board.

Adults can follow the child's lead and comment; you chose the letter ___ as in _____.



READING

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

[How to Spell - Book by HooplaKidz](#)

[English Learning with Dora For Children | Easy Words Spelling Book by Om Tom Kids](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can make alphabet soup together putting in various letters and 'play' ingredients, as led by an adult. Each student takes turns putting in the letters

individually as the group sounds them out. Once the soup is 'cooked' the adult or student, spoons the letters into bowls and the students work on **spelling** words and sounding them out.



SENSORY MOTOR

Adults can put magnetic or wooden letters in a bowl that students can take turns picking and then the group can sound out and try to **spell** words with the letters.

Adults can immerse the letters in a sand table or water table and then adults can model each letter sound as the students try to find them. Once they find them, adults and students can put letters together to try and spell words.



STRUCTURED ACTIVITIES

Students can use their alternative pencils to **spell** some of their favorite words on the word wall or to describe a picture. The adults can provide positive, productive feedback focusing on what they can do. (e.g. You can write letters. I see your beautiful letters about the word/picture _____. I see the letter ____ which is on our word wall or which describes something in the picture. What a great job. Let's sound out all of your letters.

Each individual student will have strengths and needs and will need varying levels of support to try and spell words, (e.g. help students access a Partner Assisted Scanning Board to select letters or to act as a scribe, as they select letters on a low-tech system, or students may need help holding a marker or pencil).

Alternative pencils can be a low-tech letterboard, a standard keyboard, or a keyboard as part of a communication device, just to name a few.

Students can draw pictures on paper and then write about it using a pencil or an alternative pencil and then share their stories. Adults can do everything BUT correct the students for any spelling errors. Everything is a win.

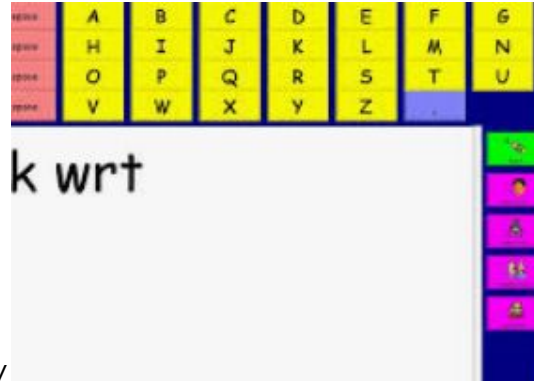
Students can be encouraged to talk about their pictures and what they have written.

Please refer to notable researchers in this field, such as Caroline Musselwhite, Gretchen Hanser, as well as Karen Erickson and David A. Koppenhaver's work and their most recent book: *Comprehensive Literacy for All, (Teaching Students with Significant Disabilities how to Read and Write)*.

For persons with more physical challenges, there are many alternative pencils such as the following:



by Weebly



For more information from Weebly go to the following website:

<http://alternativepencils.weebly.com/>

VIDEOS, MUSIC, ANIMATED SHORTS

[Learn to Read & Spell With 3 Letter Sight Words! Easy ABC 3 Letter Word Phonics](#)
By Kid Friendly TV

[ABC Phonics Song | Blue Bagoo - Kids Songs](#)

[Phonics Song 2 by Kids TV 123](#)

[Sesame Street and Autism: Spelling Nasaiah](#)

Informational Videos for Educators, Related Service providers and parents about providing opportunities for literacy for students with Complex Communication Needs

[Importance of Repetition and Variety in Learning with Dr Caroline Musselwhite](#)

[The Art of Attributing Meaning to Student Attempts with Dr Caroline Musselwhite](#)

[Kelly Fonner: Alternative Pencils -- What Are They & How Are They Used - AAC in the Cloud 2020](#)

ART OR SCIENCE ACTIVITIES

[5 WAYS TO USE MAGNETIC LETTERS & FREE PRINTABLES - From No Time for Flashcards:](#)

[Adults can create a Wordle](#) (or an image made of text) of student words and project it to the class

USE OF APPS OR OTHER TECHNOLOGY

Students can utilize magnetic letters to learn sounds, combine sounds and try to create and **spell** words with supports from adults as well as during play activities with other students.

Students can utilize a computer or Chromebook with access to a standard keyboard with or without word prediction to create words. (Apps that provide word prediction include but are not limited to: Cowriter and Read and Write for Google)

Students with physical or vision impairments may wish to try a more adapted keyboard, Keeble, by Assistiveware.

Students can utilize the Starfall app (free) - with a focus on the free alphabet section

Word Wizard: by L'Escapadou (paid) provides access to the following: talking movable alphabet, word practice, scrambled letters, spelling quizzes (Adults can utilize prestored wordlists such as CVC words for beginners, Dolch Words, and a variety of other types of words, (CCVC, DVCC) and categories.

Use *Clicker Writer* for writing words, phrases or sentences with or without picture support as well as word banks to support a writing activity.

[Abilipad app](#) could also be used for writing with or without the use of pictures, which is an adaptable keyboard, with option of word banks, and word prediction.

WORD WALL: Add the word, **spell** 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 WORD: **Angry**

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. me **angry**)

ASK QUESTIONS (e.g. daddy **angry**?)

DIRECT ACTION (e.g. **angry** stop)

COMMENT (e.g. he **angry**)

ROUTINES AND SCHEDULES

Snack/mealtimes: Sometimes opening apple sauce is hard without help, students can use **angry** to comment on this during snack time.

Circle: Students can use **angry** during circle time to indicate that they are mad during circle time.

PLAY

Toys and Games: Students can use "**angry**" when they are upset about the way things worked out during play time.

READING

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

[When I Feel Angry | Story Time Read Aloud! | 🤔😡😞 | Shon's Stories](#)

[When I'm Feeling Angry | by Trace Moroney - Read Aloud](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use **angry** when a friend asks them how they are doing.

SENSORY MOTOR

Students can use **angry** during sports when something doesn't go right, and they are confused. Adults can use this moment to point out how angry moments feel while they support the student through it.

STRUCTURED ACTIVITIES

Adults can explicitly teach the meaning of the word **angry** with the following ideas:

[When I am feeling angry | Feeling and Emotion Management by BabyA Nursery Channel](#)

[Get to Know your "Inside Out" Emotions: Anger - Pixar](#)

[Listen Better Kids #5- Video "Howard B. Wigglebottom Learns It's OK to Back Away:](#)

Students can practice using the word **angry** during this time.

ART OR SCIENCE ACTIVITIES

Anger is important to teach because it happens when people are confused. Adults can support students in making a collage of all the things that make them angry.

For all of the scientists who want to learn about 'anger', here's how a volcano might explain it if it had used words:

[How to Make a Volcano for the Science Fair](#)

USE OF APPS OR OTHER TECHNOLOGY

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

VIDEOS, MUSIC, ANIMATED SHORTS

[Angry Song 🤨 Emotions Song and Feelings Song for Children 🤨 Kids Songs by The Learning Station](#)

[Feelings and Emotions Song for Kids | Kindergarten, Preschool & ESL | Fun Kids English](#)

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

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

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

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

CORE WORDS: Laugh

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 laughed so hard at my brother)

COMMENT (e.g. I laughed)

ASK QUESTIONS (e.g. Did you laugh at the joke?)

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

EXPRESS A FEELING (e.g. I was so surprised, I couldn't stop laughing)

SHARE NEEDS (e.g. I need a laugh).

ROUTINES AND SCHEDULES

Morning Meeting: Adults can provide two choices of funny songs for students and ask them to pick the one that makes them **laugh** more.

Shared reading: Students can pick a funny book to read and then the adult can model the word, 'laugh' on the talker when they see a funny picture.

PLAY

Adults can model the word, **laugh** in natural environments and occurrences during play or during funny moments during the day.

Adults can start making funny faces, and when the students laugh, the adult can model the word, 'laugh' on the talker.

If watching a funny video during a break time, the adult can model the word, laugh on the AAC system.

READING

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

[On Top of Spaghetti](#) The teacher can bring in some pom poms or torn up paper for the spaghetti and then put small rolled up paper on top and act out the song.

[The Big Bed](#) by Sankofa Read Aloud

Children's book read along / aloud. ['IS EVERYONE READY FOR FUN?'](#) by Jan Thomas by Story Time Castle

[WOLFIE THE BUNNY](#) by Ame Dyckman and Zachariah OHora - Children's Book Read Aloud

BookToons - [That Is Not a Good Idea!](#) By Mo Willems

SOCIAL INTERACTIONS AND VIDEO MODELING

Pair up two students with their funny face craft and have the students make funny faces at each other and see who **laughs** first.

The students can comment on the activity with assistance from adults using Aided language Stimulation.

SENSORY MOTOR

Turn on some music and have the students dance and have them do their funniest dances. Let's look at this video of funny dancing.

[Five-Year-Old Tavaris and His Terrific Moves Are Back!](#) (The Ellen Show)

Let's dance along with Tavaris and have fun and **laugh!**

Take some time to talk about how everyone felt when they were dancing and if they were laughing.

STRUCTURED ACTIVITIES

Older students who use AAC often have pre-programmed jokes on their AAC system. Have a comedy show with each student telling a joke. Talk about the word, laugh and how it's fun to do so.

Use predictable chart writing to discuss laughing and humor.

I laugh when _____
I laugh when _____
I laugh when _____
I laugh when _____

I laugh when _____

VIDEOS, MUSIC, ANIMATED SHORTS

[We're Going on a Bear Hunt](#) | Popular Song for Preschoolers | The Kiboomers (The funny part is running back after they see they bear. Pause the song and model the word, **laugh**, as they laugh running back home).

[Shake Your Sillies Out](#) 🎵 [Brain Breaks Songs for Kids](#) 🎵 Kids Action Songs by The Learning Station

[Song: "Head, Shoulders, Knees and Toes" a Starfall™](#) Movie from Starfall.com (This song becomes really funny once it speeds up and no one can keep up with it! Enjoy!)

[The Cat Came Back - Camp Songs](#) - Kids Songs - Children's Songs by The Learning Station

[Hysterical and contagious laughing boy in music class](#)

By Sarah Shonfield Musical Minds

Young Adults

A successful comedian who uses AAC

[Lost Voice Guy has the audience ROARING with unique comedy routine | Auditions | BGT 2018 \(Britain's Got Talent\)](#)

[Voice by Choice comedy sketch by Lee Ridley, Lost Voice Guy](#)

ART OR SCIENCE ACTIVITIES

[Funny Paper Plate Faces by](#)

toddler-activities-and-tips.com



Students can create funny faces and adults can model the word, '**laugh**' when students are having fun and laughing during this fun activity.

USE OF APPS OR OTHER TECHNOLOGY

Use the Pictello app to take pictures of the students dancing and together the class can write a story about how the fun pictures and activity made them feel and made them **laugh**.

WORD WALL: Add the word, **laugh** 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 WORD: **Nervous**

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 am **nervous**)

DESCRIBE (e.g. feel **nervous**)

ASK QUESTION (e.g. you **nervous**?)

ROUTINES AND SCHEDULES

Arrival: Students can use **nervous** to indicate that they are feeling nervous upon arrival at school.

Circle: Students can indicate that they are **nervous** for their turn to share during circle time, or to describe how a friend might be feeling.

Snack/mealtimes: Students can use "**nervous**" to indicate how they feel about trying new foods at snack time.

PLAY

Toys and Games: Students can use "**nervous**" to indicate that they are nervous about playing with a new toy.

Adults can facilitate moments to practice using 'nervous' with a student's favorite toy to indicate how their chosen character may be feeling.

Recess: Recess can be a tricky time for everyone sometimes, there are rules, a lot of people who we don't know, and sometimes people fall down! Students can indicate that they are **nervous** to play with new friends or try a new activity during this time.

READING

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

[How Big Are Your Worries Little Bear by Jayneen Sanders read aloud Ingham County Health Dept](#)

[Hey Warrior by Karen Young Read Aloud by Ami Kosak](#)

[Lena's Shoes Are Nervous - Keith Calabrese & Juana Medina Lights Down Reading](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can indicate that they are **nervous** when meeting a new friend, students can also use "nervous" when a friend asks them how they are doing.

SENSORY MOTOR

Adults can talk about how our bodies might feel when we are **nervous** (e.g. "when I feel nervous, I feel butterflies in my stomach" or "when I am nervous my head feels dizzy").

Additionally, adults can help students brainstorm some sensory-motor activities that help them when they are feeling nervous. (See August, level 1 'take a break' activity sheet for some soothing sensory activities).

STRUCTURED ACTIVITIES

Adults can explicitly teach "**nervous**" by explaining that we feel nervous when we aren't sure what is going to happen next (e.g. "We might feel nervous when

we are doing something new, or when we are about to try to do something on our own).

Students and adults can also talk about some strategies that help them when they feel nervous (e.g. when someone helps them, a hug, a break, etc.).

ART OR SCIENCE ACTIVITIES

Students can create an emoji who looks **nervous**. On the back, adults can help students write “nervous” and put the symbol/symbol sequence for ‘nervous’ as well. Adults and students can write a few sentences that may help future communication partners understand this student’s unique nonverbal communication system with phrases such as, “I am nervous when someone starts pushing my wheelchair without me knowing who it is”, or “when I’m nervous I need help.”

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello* (or any other story generating app, google slides, PowerPoint, etc.) create a “nervous” story for the student(s). Adults can take pictures of the students doing the above activities and, on each page, write a sentence with the word nervous (e.g. ‘**nervous** when mommy leaves’). If possible, include the icon sequence for “nervous” to make modeling easier for all communication partners, and so the child can visually see their system’s representation of anger in their story! Read the story with the students.

VIDEOS, MUSIC, ANIMATED SHORTS

[Why Do We Get Nervous? | Nervousness and Anxiety](#)

[Cartoon for Kids!! Nervous System. Science for Children](#)

[Anxious | The Feels: A Story About You and Your Feelings | Kids Learn Emotions | UniLand Kids](#)

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

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

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

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

CORE WORD: **Easy**

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

COMMENT: About a task etc. (e.g. That was **easy**)

COMMAND: (e.g. Take it easy)

GOSSIP: (e.g. His life is easy)

REQUEST: (e.g. Give me an easy problem)

DESCRIBE: a task etc. (e.g. easy money, easy peasy)

ROUTINES AND SCHEDULES

Expressing to others about routine activities completed, (e.g., Spelling today was **easy** because..., We played an easy math game.)

PLAY

During play, a student might request an **easy** turn when playing a game (e.g. please give me an easy one)

READING

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

WAITING IS NOT EASY! -by Mo Willems | Read by Kids Stories Tube

<https://www.youtube.com/watch?v=dpMdOh2tEWE> .

THE GIRL WHO NEVER MADE MISTAKES | Read by Kid Time Storytime

https://www.youtube.com/watch?v=JC_8TYUDth8&t=271s

THE MOST MAGNIFICENT THING -by Ashley Spires | Read by Mr. Paulson Reads

<https://www.youtube.com/watch?v=UM8oN4yzJqw>

YOU CAN DO IT BERT! -by Ole Könnecke | Read by Giocare Preschool

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

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can find a partner to share with each other one thing that they did the day before that was **easy**. (can also be done as whole class activity)

SENSORY MOTOR

Students can use tangrams and their picture cards to try and recreate different patterns. Students can then determine if the puzzle was **easy** or not easy.

STRUCTURED ACTIVITIES

Students can complete a survey of the people around them. Questions can include:

Saying hi to a friend: **easy** or not easy?

Tying shoes: easy or not easy?

Asking for help: easy or not easy?

Giving a hug: easy or not easy?

Taking a turn: easy or not easy?

Students can share their findings as a whole group, with a partner or adult.

ART OR SCIENCE ACTIVITIES

Students can use any preferred art materials to create a project that depicts something that is **easy** for them.

USE OF APPS OR OTHER TECHNOLOGY

Pictello- Students can create a story using **easy** in one of the ways mentioned above.

Kid in Story- Students can create their own book about things that are easy and not easy for them to do. They can add pictures of themselves doing these tasks.

Clicker Writer- students can write sentences using easy in one of the ways mentioned above.

Abilipad- Same as above.

<https://appytherapy.com/abilipad/>

VIDEOS, MUSIC, ANIMATED SHORTS

SESAME STREET: DANCING IS EASY

<https://www.youtube.com/watch?v=DSQRxdoXb3Q>

WORD WALL: Create a WordWall and add **easy** 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 Abigail Duarte @ aduarte3@mail.sfsu.edu.
Thank you!

CORE WORD: **Hard**

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

COMMENT: about a task etc. (e.g. Riding a bike is **hard**)

DESCRIBE: (e.g. The floor feels hard)

GET HELP: (e.g. She had a hard fall)

ASK A QUESTION: (e.g. Will this be hard?)

GIVE DIRECTION: (e.g. Take a hard left)

COMPLIMENT: (e.g. Thank you for your hard work)

ROUTINES AND SCHEDULES

At the end of the day using the daily schedule, students can discuss something that they had a **hard** time doing at school that day. (e.g. my math assignment was hard, etc.) Adults can brainstorm with students' different ways they can practice the things they have a hard time doing.

PLAY

Toys and Games: During pretend play, adults can comment and model on the device on what the student is doing. (e.g. wow! Those trucks crashed really **hard**; I see you building with the hard-wooden blocks)

READING

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

I CAN DO HARD THINGS- By Gabi Garcia | read by Kid Time Storytime

<https://www.youtube.com/watch?v=CF4kQfEVJLM&t=1s>

THE THING LOU COULDN'T DO – By Ashley spires | read by Read Aloud Books for Kids

https://www.youtube.com/watch?v=WLdAXyZ7_iQ

I CAN'T DO THAT, YET | Read by Kid Time Storytime






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

ROCKS: HARD, SOFT, SMOOTH, ROUGH – By Natalie M. Rosinsky | Read by Christine Hubbell

<https://www.youtube.com/watch?v=FEaO71075g8>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can discuss what to do if their schoolwork is too **hard** and they become frustrated.

School work	
Sometimes when I try to do schoolwork, I feel frustrated.  When I feel like that there are some things I can do	
I can put up my hand and tell the teacher "This is too hard for me".	
I can say, "I need help"	
I can look at my schedule and see what we're doing next.	
After I do a little work, I can do something fun.	

SENSORY MOTOR

Sensory play with rocks. Students can use **hard** rocks and play dough to create shapes, faces, etc. Adults can comment on what the student is making.



<https://mrsplemonskindergarten.com/2017/06/10-ways-to-play-with-rocks-sensory-summer.html>

STRUCTURED ACTIVITIES

Students can interview a member of their classroom community (student or adult) about a time that person had a **hard** time doing something and what

they did to persevere. Students can write about their interviews by writing or using an alternative pencil.

ART OR SCIENCE ACTIVITIES

Using a variety of different objects and materials, students can hypothesize if the object will feel **hard** or not hard.

USE OF APPS OR OTHER TECHNOLOGY

The student can write a story in *Pictello* or Book Creator about something they have a **hard** time doing and why it is important to keep practicing that task.

VIDEOS, MUSIC, ANIMATED SHORTS

SESAME STREET: BRUNO MARS: DON'T GIVE UP

<https://www.youtube.com/watch?v=pWp6kkz-pnQ>

WORD WALL: Create a WordWall and add **hard** 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 Abigail Duarte @ aduarte3@mail.sfsu.edu.

CORE WORD: **Win**

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. You **win!**)

ASK QUESTION (e.g. You **win?**)

REQUEST (e.g. help me **win**)

COMPLEMENT (e.g. nice **win**)

'To **win**' can often be confused with 'first place', it may help to teach these two in **contrast**.

Here's how I interpret the difference, "Number 24 is my best friend. He scored so many points during the game which in turn helped his team to **win** and I felt like I won too *because I was proud of him!*"

[\(MUST SEE\) Nevada at New Mexico | | Best Comeback in NCAA History! Down 14 Points with 2 Minutes Left](#)

ROUTINES AND SCHEDULES

Arrival: Adults can treat coming to school as a race with a 'finish line' by the door. All it takes is chalk or duct tape! Adults can tell students "you **win!**" when they get to school. Students can indicate that they "win" when they get to school. During this winning moment, adults can hand the students a laminated copy of the icon that can be used during attendance.

Snack/mealtimes: Students can use "**win**" after they tried new food for the first time, and they liked it. Another time a student can 'win' during snack time is if they do something they have never done before such as opening their lunch box.

Circle: Students can use "**win**" after they share during circle time. Adults can model this use of the word by saying "sometimes we get nervous to share at circle time, even sitting in front of the class. You win when you share with the class and we win when we are being good listeners."

Clean-up Time: Students and adults can use "win" during clean up to point out who helped the most (e.g. you **win** because you helped all of your friends clean up). Adults can set up a finish line by all of the bins where toys go and teach students that when they are done cleaning up and have made sure they helped where they could - they win!

PLAY

Toys and Games: Using the student's favorite toy, adults can support some moments during pretend play to use '**win.**' If a student loves dinosaurs there can be a dinosaur race, and so on.

Recess

Students can use win during recess to indicate that they won a game. Students can also use win to compliment a friend's performance (e.g. "you **win**").

READING

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

[Winners Never Quit by Mia Hamm read aloud by Learning with Mrs. Lammers](#)

[Bat's Big Game by Margaret Read MacDonald read by Ms. Heather](#)

[Number One Sam" by Greg Pizzoli Read Aloud Tandem, Partners in Early Learning](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

In a more structured social interaction situation, adults can facilitate a 'good friend metal exchange' in which all of the students use "you **win.**"

Here is an example of something that can be created to emphasize that '**winning**' moment:



SENSORY MOTOR

Students can practice drawing finish lines on the playground or during physical education classes and say "I **win**" when they cross it! Students can cross the finish line however they'd like - skip, stop, tiptoe or jump!

Students and adults can play minute to **win**-it games. The following link can help with modeling these activities!

[KIDS MINUTE TO WIN IT GAMES / Jake and Ty](#)

If there are a lot of people available, students and adults can work together to complete a relay race. Different people can have different jobs during this relay race: someone can jump, someone can climb, someone can go down the slide and so on.

STRUCTURED ACTIVITIES

Adults can explicitly teach this word, to **'win'** means we worked hard on something, practiced a lot and then something happened that made us feel good!

Adults can use the following video to help teach 'win':

[Good Habits for kids](#) | [Don't Cheat to Win](#) | [Moral Stories](#) | [Polly Olly](#)

ART OR SCIENCE ACTIVITIES

Winning can look different for everyone depending on what sport or hobby they are interested in, below is an impressive video of someone winning a spelling bee!

Insert name here's Finish Line:



A finish line is only as special as all of the work that goes into getting there. If you are reading this, you are working hard in order to support these students, and these students work hard. Let's celebrate every step of winning!

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello* or free website *Tar Heel Reader* (tarheelreader.org) or any other story generating app, google slides, PowerPoint, etc. create a “I **Win** When” story for the student(s) and describe what it means to win using any of the above activities and the moments that stem from those. Read the story with the students.

VIDEOS, MUSIC, ANIMATED SHORTS

Here are some different video examples of what it may look, and sound like to ‘win.’

[You Can Win the Race | KLS Nursery Rhymes & Kid Songs](#)

[The Best Race Comeback You Will Ever See - Good Morning America](#)

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

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

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

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

To whoever is reading this, **YOU** win!

CORE WORD: Lose

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 **lose!**)

ASK QUESTION (e.g. You **lose?**)

REQUEST (e.g. **lose** help)

COMFORT A FRIEND (e.g. sorry you **lose** it)

DIRECT ACTION (e.g. **lose** there)

ROUTINES AND SCHEDULES

Arrival: Students could use '**lose**' if they left something in the car and they need it.

Snack/mealtimes: Snack time has a lot of moving parts, students could use "**lose**" during snack time if they dropped a cracker or if something is not in their lunch box.

Circle: Students could use “**lose**” during circle time if they forgot any part of their communication system, anything from their glasses to their speech generating device.

PLAY

Toys and Games: Students can use “**lose**” if they are looking for a toy and it’s not in its usual spot.

Recess: Students can use “**lose**” during recess if they can’t find what they are looking for, such as a basketball.

READING

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

With any book,

SOCIAL INTERACTIONS AND VIDEO MODELING

When students miss their friends, they can say “lose” to let people know they are looking for someone specific.

SENSORY MOTOR

Put objects in a pillowcase and have an empty pillowcase on deck too! Have the students pick toys out of the bag, and when you surprise them with the empty pillowcase - use that moment to teach the word ‘**lose**’.

STRUCTURED ACTIVITIES

Adults can explicitly teach the meaning of this word. ‘To **lose**’ can often be confused with ‘getting last place’. These must be never taught together as they are not the same. For the purpose of teaching the meaning of the word, let’s use the definition of “something is not where it should be, and I want it.”

Go on a scavenger hunt wherever you are and explain the **lost** and found and how we use it!

ART OR SCIENCE ACTIVITIES

With any art supplies available, students can decorate a piece of paper and leave a blank part. In this blank space, students and adults can place the symbol for 'lose.'

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello* or free website *Tar Heel Reader* (tarheelreader.org) or any other story generating app, google slides, PowerPoint, etc. create a story about anything and leave some pages blank on those pages put the students symbol for 'lose.'

VIDEOS, MUSIC, ANIMATED SHORTS

Play any video at all and randomly turn it off. When you look at the student in feigned shock say, "where did it go?!" - use this moment to teach and practice 'lose.'

[Lost and Found - By Oliver Jeffers](#)

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

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

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

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

CORE WORD: **Those**

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

INSTRUCT: (e.g. we need **those** books, get **those** reports turned in by Friday)

REQUEST: (e.g. Can I have **those**? I will take one of **those**)

COMMENT: (e.g. **Those** pants look great)

ASK A QUESTION: (e.g. What are **those**? Do we agree on **those** rules?)

INFORM: (e.g. **Those** are mine, I used to watch **those** shows)

DISAGREE: (e.g. I don't like **those** shoes, I do not think **those** go together)

ROUTINES AND SCHEDULES

Daily Routines

Adults can model the word, **those**, on the student's communication system(s) when appropriate in daily activities or tasks such as mealtime, schoolwork, 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, **those**, you can add further meaning (e.g. "those mine", "want those").

Activity Centers: Students can indicate what materials belong to them or what materials they wish to use with the core word when appropriate (e.g. **those** are mine, **those** mine, want **those**, I like **those**, not **those**). The strategy of the month, giving two choices, can be incorporated by adults through modeling and using the words choices, **those**/not **those** or using the choices, these/**those** (typically, 'these' is used for plural and near items, and '**those**' for plural and further away items). Adults can place similar items in two different, spaced out locations and then ask questions such as, "do you want to use these colored pencils? Or do you want to use those markers over there?" Also, adults can take items they know belong to a student, and ask, "whose colored pencils are over here" to provide the student an opportunity to use, "those mine" or "those are mine", "not those" etc.

PLAY

When students are selecting toys or putting toys away, they can be prompted to make choices using the core word (e.g. **those** mine, want **those**, I like **those**, not **those**). Adults can also ask questions when getting out toys to demonstrate use of the core word, using phrases such as: "ohh, you want **those** toys?"

Adults can also put toys they know a student prefers somewhere far away from the student or somewhere out of reach to set up an appropriate context for using the core word (e.g. you want **those** toys up there? You want **those** markers? Are **those** the toys you want?)

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 different things on the pages (e.g. “Look at those! What are those? Do you want those?”)

Those Shoes By Maribeth Boelts, Read Aloud by OBKidz

https://www.youtube.com/watch?v=LjUFJEduguk&ab_channel=OBKidz

Those Darn Squirrels By Adam Rubin, Read Aloud by Miss Grant's Reading Rug

[https://www.youtube.com/watch?v=48aqkyDk2Fw&ab_channel=MissGrant%27s ReadingRug](https://www.youtube.com/watch?v=48aqkyDk2Fw&ab_channel=MissGrant%27sReadingRug)

Those Pesky Rabbits by Vinca Alvaraca, Read Aloud by Stories 4 Nauru

https://www.youtube.com/watch?v=ArGov1bnCIU&ab_channel=Stories4Nauruh

SOCIAL INTERACTIONS AND VIDEO MODELING

During activities throughout the day, it can be discussed when an item does or does not belong to the student. For example, during math or reading, an adult can model: “Are **those** your papers?” “Are **those** your pencils?” “What are **those**?”

Assign student pairs to interview each other, providing questions (along with visual cues), (using the symbols and words as/if needed) regarding items that belong to them, or their friends, etc. Assist students in formulating their responses by asking probing questions and by using aided language stimulation. After all students have completed this activity, they can share out to the rest of the class (e.g. **those** are my friends, **those** are my pets, I like **those** shows, I love **those** shoes, **those** are my toys).

Video Modeling: A video could be created of items that belong/do not belong to the student. In the video and with the help of an adult model, it can be discussed, whose is that? Are **those** your shoes? Are **those** your pants? Are **those** your glasses? **Those** are not your toys. etc.

Or a video can be shown with anything such as toys/songs/shows/movies that may or may not be of interest to a student to prompt a student to use the core word in phrases such as: I love **those** toys, I do not like **those**, I want **those**, I used to watch **those** shows, etc.

SENSORY MOTOR

Students can have their shoes removed and placed somewhere in the room, then they have to go find their shoes and proclaim, “**those** are mine!”

Adults can blow bubbles far away from the student or blow the bubbles high above the head, and then use the core word in phrases such as: look at all **those** bubbles! Those **bubbles** are flying away! **Those** bubbles just popped! Where did **those** bubbles come from? Where did **those** bubbles go?

Adults can put items in a big bin (box of colored pencils, bag of marbles, pair of shoes, glasses, etc.) and have the student reach into the box and pull things out and then model use of the core word: what are **those**? **Those** are _____.

STRUCTURED ACTIVITIES

RUN AND TOUCH GAME: Adults can call out items in the room using word, **those**, and have students go to touch the items the adult calls out. Additionally, adults could set up distinct items far away from the front of the room, like a stack of books, stack of toys, etc. Then, the adult can point and call out the different objects using the core word; “go touch **those** desks”, “go touch **those** books”, “go touch those teddy bears”. Adults can provide students an opportunity to use the core word, and have the students point and call out objects they want their classmates to go and touch.

ITEM IDENTIFICATION: The adult can take pictures of all the students’ shoes in the class and put them into a PowerPoint. Then, the adult can go through the PowerPoint and ask a question such as, “whose shoes are here?” Students could have a chance to guess who they think the shoes belong to, to add to the engagement, and the adult can incorporate more examples of the core word in use (e.g. I think **those** might be _____’s shoes, I think I know **those** shoes, I think I have seen **those** before). Then, students can take turns calling out when they see their own shoes, with prompts to use a phrase such as: **those** mine, **those** are mine, **those** are my shoes. A different variation of the game could be taking pictures of recognizable shoes or other items from various professions (e.g. clown shoes, firefighter boots, scuba flippers, high heels, construction

boots) and have students make guesses to who would wear those items: those are clown shoes, those are skis, those are for scuba diving.

ART OR SCIENCE ACTIVITIES

Almost any science or art activity can be planned to incorporate the use of the core word, **those**. Adults can adapt their science or art lesson and look for ways to emphasize and frequently use the word, **those**, throughout the lesson to demonstrate the word across multiple contexts. For example, if watching a science video, an adult can make sure to ask the students: what are **those**? Have you seen **those** before? **Those** are awesome!

How to Make Rock Candy with Kids by Ally Noal (Adults can make rock candy and use the core word, those, when describing the activity. “**Those** are called crystals! **Those** crystals are growing. Look at all **those** crystals forming!”)

<https://mommypoppins.com/kids/how-to-make-rock-candy-with-kids>

Flock of Birds Create Beautiful Shapes in Sky by DailyPicksandFlicks (Adults can play the video and ask students questions with the core word such as: what are **those**? Look at all **those** birds? **Those** are amazing shapes? Adults can also prompt students to try and use the core word when describing what they see in the video: we watched **those** birds fly, **those** were birds flying, look at those birds go.

https://www.youtube.com/watch?v=bb9ZTbYGRdc&ab_channel=DailyPicksandFlicks

USE OF APPS OR OTHER TECHNOLOGY

Any app could be arranged to incorporate modeling use of the core word, **those**, during game play. Adults can use apps with the student and look for ways to emphasize and frequently use the word, **those**, throughout play to demonstrate the word across multiple contexts. For example, while playing an adult can make sure to ask the students: what are **those**? Have you seen **those** before? **Those** _____ are awesome! I love those colors! Students can also be prompted to try to use the word, during game play: I want to use **those**! What are **those**? Adults can also

incorporate the strategy of giving two choices during game play: do you want those? not those?

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. Adults can model the word **those** throughout game play (e.g. Should we use **those**? What are **those**? Should we use these characters or **those** characters?) Or, students can use the word **those** to indicate when they want something (e.g. **Those** shoes. **Those** toys.)

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

https://www.youtube.com/watch?v=3gfryrBqMcM&ab_channel=SmartAppsforKids

My School Avatar App: This app allows students to create and personalize their own avatar characters. The avatars are animated, and students can add their own voice messages to be used by the avatar. Students can express themselves however they want, and if students are shy, they may be more comfortable having their avatar express their message. During use of the app, the core word can be modeled by adults by commenting or asking questions: Look at **those** ears! I love **those** glasses you chose. Look at all **those** colors! What are **those**? Students can also be prompted to use the core word during game play by the adult modeling or prompting I like **those** glasses, I do not want to use **those**, I love **those** shoes.

Cooking Mama: Let's Cook! App: The app allows students to electronically cook meals step by step. Each step in the recipe requires different motions and easy touch controls. Students can cook a variety of foods and simulate the process of creating meals.

Kid in Story- Create or retell a story featuring the student. The story could be about their day at school, or toys they wish they want to buy, shows they love. Use pictures of the student in the story along with the items. Then the student can practice use of the word, **those**, in their story (e.g. **those** are my friends, I want **those** toys, I love **those** shoes, **those** are mine).

Abilipad could also be used for writing with use of pictures, adaptable keyboard, word banks, and word prediction. Pictures of different items that would require different demonstratives before them (this/that/these/those) can be created, to practice using the words in the appropriate context.
[h https://appytherapy.com/abilipad/](https://appytherapy.com/abilipad/)

VIDEOS, MUSIC, ANIMATED SHORTS

Videos and Animated Shorts

Here are some cute, funny, brief video clips of young children using the core word, **those**, that can be used as examples of the appropriate use of the word.

They're Called My Sandals (What Are Those) Uploaded by Juan Vazquez
https://www.youtube.com/watch?v=kR2O_xuVvIU&ab_channel=JuanVazquez

Look at All Those Chickens Uploaded by Raw Uncut Vines

https://www.youtube.com/watch?v=NsLKQTh-Bqo&ab_channel=rawuncutvines
Animated Shorts

Snack Attack (2012), Andrew Cadelago and Eduardo Verastegui (This short shows an encounter between an elderly woman and a teenager waiting for the train, when there is a mix up between their snacks. The film does not have any speaking roles, and can provide an opportunity to model and ask questions

using the core word: are those his cookies? Are those the grandma's cookies? Whose cookies are those?)

https://www.youtube.com/watch?v=38y_1EWIE9I&list=PLIbkyhAZrBI-XJQudaCfo_MsGy_Jjau6HE&ab_channel=EduardoVerastegui

Music

I See the Light from Disney's Tangled, Uploaded by DisneyMusicVEVO (Song features word, **those**, several times. The lyrics are also displayed during the

song as a sing-a-long.)

https://www.youtube.com/watch?v=ILRs2r6lcHY&ab_channel=DisneyMusicVEVO

This, That, These, and Those Song by Encounter ESL

https://www.youtube.com/watch?v=43WBw6ChGMs&ab_channel=EncounterESL

WORD WALL: Create a WordWall and add **'those'** 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 **'those'** on the keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Andriana Nikolau @ andriananikolau@gmail.com

Thank you!

CORE WORDS: What's Up?

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 want to tell you what's up with me and why I have not been here.)

COMMENT (e.g. What's up with that?)

ASK QUESTIONS: (e.g. What up with you? Or a different kind of question, What's up in the sky?)

ANSWER QUESTIONS (e.g. So that's what's up with me)

EXPRESS A FEELING (e.g. I've been feeling ____ because of what's up with me)

CLARIFY (e.g. So what's up is that _____)

ROUTINES AND SCHEDULES

Morning meeting: During morning meetings, students and adults can ask each other, **what's up** with you?

Arrival: When students come into class, adults and peers can greet each other and ask, 'what's up?'

PLAY

During game playing, adults can join the students and ask, '**what's up**' using aided language stimulation.

Hopefully, this will provide a platform for other students to also ask the question. This question could move into other questions about what is happening, in the here and now, (e.g. who's winning, who's losing, if the game is fun, etc.)

READING

Here are some suggested books on YouTube that can assist in teaching the core word: (or in this case, phrase, 'what's up?')

[What's Up Top?](#) - Marc Martin read by Opa's Corner Storytime

[Duck and Goose: What's up, Duck?](#) by Tad Hills, read aloud - ReadingLibraryBooks

[What's Up?](#) / read aloud & pictures / a flip-flap- pop-up book read by Lina, (author unknown)

[Sesame Street book with Bert and Ernie / What's up in the attic?](#) / Read Aloud by Storybook Moments (A Little Golden Book, written by Liza Alexander and illustrated by Tom Cook.

SOCIAL INTERACTIONS AND VIDEO MODELING

Use social scripts for students to ask the question, '**What's up**' which can turn into an exchange of information, sharing ideas, and feelings. Using social scripts could be helpful for students who need more visual supports and scaffolding.

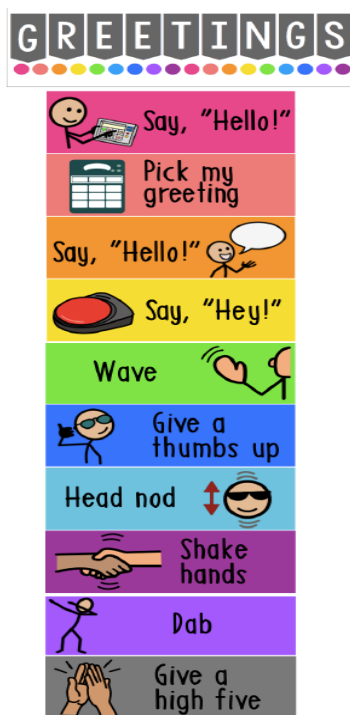
Adults can create social stories about the question's students can ask each other when they see one another. For example, "When I see my friends, I can say, 'hi' and then ask, 'what's up?'" and then I can wait for an answer, (and so on).

Here's some information and resources about Social Stories

[Information by Carol Gray](#)

[How to Write a Social Story](#)- The Vanderbilt Kennedy Center

Create a Greetings Wall Chart- Example by Loving Souls and Superstar Goals TPT



At morning meeting(s), students can ask questions of the adult or peers, (e.g. What's up?) Or adults can model that question and then go over the schedule for the day.

SENSORY MOTOR

Adults can talk about the body movements or gestures students can use when they ask the question, 'what's up?' Students can come up to the front of the room, one at a time to show how they ask the question and what movements, facial expressions or gestures they can make.

STRUCTURED ACTIVITIES

The question, 'what's up' is a fun way of asking 'what's going on.' Adults can incorporate this question into many fun aspects of the day as described above in other sections.

Adults could also introduce the question during a chart writing activity using a variety of pronouns and using picture/photo supports to bring context to the writing activity.

What's up?
I am _____
We are _____
He is _____
She is _____
They are _____

VIDEOS, MUSIC, ANIMATED SHORTS

[What's the Weather Like Today | Song Lyrics Video for Kids | The Kiboomers](#)

Adults can ask their students, 'what's up' with the weather and play the song.

[Good Morning Song | Songs for Kids | Morning Song for Kindergarten | The Kiboomers](#) (Adults can ask what's up with them after this, 'hello' song).

[A video about different types of Video Modeling](#)(by May Beauburn, a Board-Certified Behavior Analyst at Brett DiNovi & Associates)

This phrase would be a great interactive video modeling activity. Here is a video that describes the various types of video modeling. Use video modeling to either watch others asking the question, 'what's up' or video model them asking 'what's up' using their AAC systems.

Young Adults

[4 Non-Blondes - What's Up \(Official Video\)](#) The adults can talk about how, 'What's up' is another way of asking 'what's going on?'

[What's Going On \(Marvin Gaye\) Feat. Sara Bareilles | Playing for Change | Song Around the World](#)

[Hilarious What's Up? Budweiser Commercial](#)

[Budweiser | Checking in, that's Whassup \(Virtual during Covid 19\)](#)

ART OR SCIENCE ACTIVITIES

[How to Make a Paper Bag Puppet | Parents](#)

After the students have created their paper bag birds, they can use the puppet to ask each other, 'what's up?'

Students can make a collage of pictures either using paper, magazines, etc. or electronically using Google Slides and then discuss 'what's up' and what's been happening in their lives.

USE OF APPS OR OTHER TECHNOLOGY

Use *Social Story Creator & Library app* by Touch Autism where you can create, print and share stories. You can create or use the already, pre-made social stories. The app is free to create your own stories but most pre-made stories are

not free. They have a wonderful social story for students about taking care of their device.

Google Slides- in a group. The adult can create a google slide presentation and create a separate slide for each student where the question posed at the top of the slide asks, 'What's up for your weekend?' The students can respond, and the adult can write in what will be happening for each student.

WORD WALL: Add the word, (if the words have not been added add **WHAT** and **UP**) 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!

September

was	did	jump	talk
+ - ?	+ - ?	+ - ?	+ - ?
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
smile	cry	spell	angry
+ - ?	+ - ?	+ - ?	+ - ?
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
laugh	nervous	easy	hard
+ - ?	+ - ?	+ - ?	+ - ?
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
win	lose	those	What's up?
+ - ?	+ - ?	+ - ?	+ - ?
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			
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