

# AAC and CORE Vocabulary Implementation: "Make-and-Take"

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## Learning Objectives:

1. Participants will have an opportunity to systematically create lesson plans which focus on specific CORE words.
2. Participants will learn about resources to help create materials that can be used to implement AAC and CORE vocabulary in the classroom.
3. Participants will have an opportunity to research online resources to create materials that can support their lesson plan.
4. Participants will have an opportunity to leave with materials that can be used immediately.

## Planning for CORE in the classroom

## Salttillo

### Activity First Planning and Implementation Ideas

<https://salttillo.com>



## Choosing Activity First



## Gail Van Tatenhove

### Script Cards for CORE

**WHAT**

**Idea 1:** Use a barrier (bag, box) to "hide" materials of the activity from view. Talk about the fun things in the bag/box. If necessary, let the person hear/feel that there is stuff in there.

**Idea 2:** Use a lead-in statement ("I have an idea") and when wait for the person to ask "what?"

**LOOK**

**Idea 1:** You look at the materials you brought, but don't take them out of the barrier container. Don't let the person see what is in the bag. This sets up the activity for them to ask for "help."

**Idea 2:** Do something out of the ordinary with something and draw attention to it with "look."

**Idea 3:** Spend time looking at it with "look."

**Idea 4:** Don't let the person see something and wait for him/her to request to "look."

## Praactical AAC- a Year of CORE

Monthly CORE words→



<http://practicalaac.org/>

## AAC Implementation Ideas

### Shared Reading...

"The interaction that occurs when a child and adult look at or read a book together."  
(Ezell & Justice, 2005)

What is the **goal** of shared reading?

The goal of shared reading is to **maximize interactions with students** on a page by page basis.

<https://www.youtube.com/watch?v=MS2zluXZALY&list=PLt3kzykL-yXYU5Ueq4wUn0DWfeitHnCCJ&index=3>

### Follow the C.A.R.

An approach to structured shared reading interaction

#### COMMENT

Stop and wait 10-15 seconds

**ASK** for or invite participation.

Stop and wait 10-15 seconds

**RESPOND** by repeating and adding more.

<https://www.youtube.com/watch?v=G6sdYUMnOPQ>

Practice...

### AAC Language Lab (Prentke Romich Company)

<https://aaclanguelab.com/>



## "Communicating through structured play"

<https://aaclanguageab.com/blog/communicating-through-structured-play>



## Tell Me AAC: What is this?

1. Classroom based approach to teach high frequency words
1. Uses repeated storybook reading as a context for teaching
1. Not specific to a particular AAC device; it is designed to address CORE vocab

## TELL ME AAC components

1. Shared Reading (11 books-62 CORE words, 22 weeks total, each book has 4-6 target words and letter of the alphabet)
2. Shared Writing
3. Classroom centers, activities, routine
4. Home extension

## TELL ME AAC; Who is this for?

Nonverbal

Minimally verbal

AAC users

Children who are verbal, but reluctant communicators

## TELL ME AAC

- Designed to help the adult learner how to teach CORE vocabulary; the intention is for classroom teams to go past the 11 books and use the same principals for teaching with other books

[https://www.youtube.com/watch?time\\_continue=491&v=gk73oLxoSwM](https://www.youtube.com/watch?time_continue=491&v=gk73oLxoSwM)



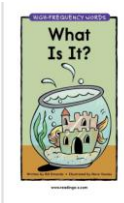
<https://www.teacherspayteachers.com/Store/Great-To-Be-A-Slp>

<https://www.teacherspayteachers.com/Store/Loving-Souls-And-Superstar-Goals>



# Reading A-Z

<https://www.readinga-z.com/books/high-frequency-word-books/>



## Barrier Box Activities (by Gail Van Tatenhove)

[https://www.youtube.com/watch?v=zA\\_jHEssWrl&t=37s](https://www.youtube.com/watch?v=zA_jHEssWrl&t=37s)

## Pinterest

[https://www.pinterest.com/search/pins/?q=aac&rs=typed&term\\_meta\[\]=aac%7Ctyped](https://www.pinterest.com/search/pins/?q=aac&rs=typed&term_meta[]=aac%7Ctyped)

Lauren Enders: <https://www.pinterest.com/lasenders/>

## Boardmaker Online

Create Activities from Scratch or from Templates

### My Boardmaker

My Activities Performance Results My Playlist My Media

Create Activity Create Activity Set Upload A


Show Newest First Enter keyword or phrase

## CORE First Curriculum





Boardmaker Core First Learning

Boardmaker Core First Learning is a high-level program designed through Boardmaker Online that takes your students from the learning, use, and placement of high-frequency core words to their application. The educational materials include a variety of reading, writing, and language activities that complement each other.

All Goals 15 Goals



## Directing the actions of others-

1. Wind up toys 
1. Sound effect activities and apps 
1. Switch toys 
1. Balloon activities 

### CORE Boxes

<https://aaclanguagelab.com/blog/communicating-through-structured-play>



Time to 'make' so you can 'take'...

### Keeping the Team Motivated...

#### Post Visuals to remind and encourage...

**KEEP CALM AND CREATE THE PERFECT PAUSE**

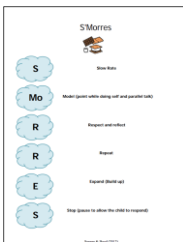
**AAC BOOT CAMP**  
Getting AAC Users COMMUNICATING

- DO NOT** do this...
  - DO NOT** expect a user to use AAC to communicate with you unless it is their functional goal.
  - DO NOT** do ALL the talking.
  - DO NOT** interrupt.
  - DO NOT** talk over someone.
  - DO NOT** provide ONLY nouns.
  - DO NOT** focus on words that are not functional/won't be used frequently.
  - DO NOT** move symbols.
  - DO NOT** remove the options.
  - DO NOT** stop all "talking" (talking to each other).
  - DO NOT** keep the AAC system in their desk, cubby, or backpack.
  - DO NOT** reward someone just for using AAC.
- DO THIS...**
  - MODEL, MODEL, MODEL.** Model the communication you want to see.
  - FOLLOW** present hierarchy.
  - TEACH** language functions including greetings, comments, and self-advocacy.
  - WAIT** 10-20 sec. before expecting any response.
  - TEACH** language functions including greetings, comments, and self-advocacy.
  - KEEP** non-communication options available at all times.
  - ALLOW** user time to explore and learn their system.
  - PROVIDE** direct language input and non-communication options.
  - ASK** open-ended questions.

**AAC is my language**  
When you speak, it's for me. I learn.

**AAC is my voice**  
It should always be near me.

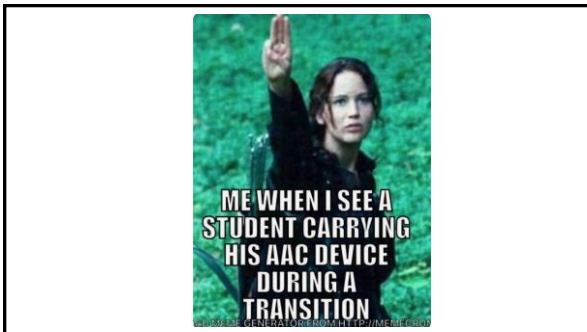
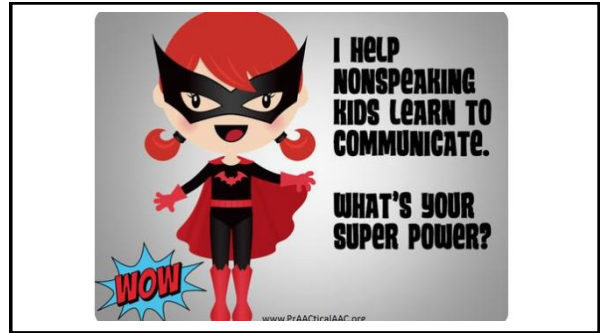
### S'MORRES by Jill Senner and Matt Baud



<http://practicalaac.org/practical/how-we-do-it-smorres-and-partner-augmented-input-with-dr-jill-senner-matthew-baud/>

### Use Memes (Lauren Enders idea)





Or create your own memes!!!

<http://imgflip.com/memegenerator/21265543/the-worlds-free>

### Find and Share Videos

Youtube Channels:

- Suite Talk from Amy Devin <https://www.youtube.com/user/devina0111>  
<https://www.youtube.com/watch?v=sOY6QQqhH6g>
- Gail Van Tatenhove <https://www.youtube.com/user/gvantatenhove>

### Use "Pointing Props"

(idea by Lauren Enders)

## Create contests as incentives

- "Catch me modeling"
- Meme contest
- See Me Use My AAC

## Supporting families

1. Send home brief one page resources focusing on one skill on a consistent basis
2. Share videos of students using AAC
3. Create a contest (i.e. "See me using AAC"....send pictures in using AAC at home)
4. Share blogs and other social media resources with families
5. Conduct AAC family nights
6. Create manual supports and send them home (wearable core, placemats)

# Thank You!

