

Lesson Plan: Karen Natoci, M.S., CCC-SLP		Push-In whole class First two weeks of school SHARED READING				
<b>Objectives</b> 1. Students will use their individualized communication system to express FRINGE vocabulary modeled within this story, 2. Students will look and listen to CORE vocabulary used during the shared reading of the story, 3. Students will use their alternative pencil to express fringe vocabulary as modeled by the story.	<b>Materials</b> <b>Objects:</b> Giant core board, Smaller core boards, AAC systems all in working order, book,	<b>Communication methods practiced and modeled</b> <ul style="list-style-type: none"> <li>• Direct selection of a symbol (minimal array of 2-4),</li> <li>• eye gaze,</li> <li>• Partner Assisted Scanning,</li> <li>• PODD, more to say-&gt; categories-&gt; turn page -&gt; body parts</li> </ul>	<b>Pragmatic Branch</b> Express opinion, label, comment	<b>Sensory Input/Receptive</b> Real body parts on self, doll, Enhance with flashlight, Exaggerated affect from SLP, pausing,	<b>Therapist: Creates a scenario:</b> <ol style="list-style-type: none"> <li>Play hello song (First movement of the Bach Partita no. 2 and taps on frog)</li> <li>Engage in greetings with students using individual means (switch, "hi", touch hand, eye contact, script)</li> <li>Says that today we will read a special book called "I like myself" SLP begins reading, points to corresponding core words on the giant core board, instructional assistants and/or paraprofessionals sit in between or near the students and help augment the input from the story (fringe words – nose, ears, etc.)</li> </ol>	<b>Vocabulary Targeted:</b> <u>Fringe Vocabulary:</u> <i>eyes, ears, nose, fingers, toes, head, wild/tame, fast/slow,</i> <u>Core Vocabulary:</u> <i>I, WANT, LIKE, ME/MY, SAME, DIFFERENT, GO, IN, DO,</i>
Sequence of Activity----->						
<b>First: READ BOOK</b>						
Hold the book up for all to see while reading	Pause after each page. Go to a child and use their core board while reading sometimes, too. Model for all of the staff to do the same.	Give staff the cue to navigate to body parts and read the page naming the body parts more slowly. Staff can also help the child point to their own body part or point to the student's body part with shared trust between staff and student.	Move on to next page			
<b>Second: Complete the worksheet</b>						
A) Use the student's AAC system to choose construction paper, to fill in the blank: I like my___;	B) Use the student's preferred alternative pencil to write their name.					
Ideas to increase difficulty if needed						
Pause and allow student to say something with their devices to two way promote interaction	Increase the array	Provide more open ended prompts, less co-navigation allowing for possible answers that are NOT body parts.	Child uses device to read back what they wrote.	Wait for student to ask for a turn.		
Ideas to decrease difficulty if needed						
Use an easier means of communication if the AAC system is too new; for example, use partner assisted scanning while pointing to their own body parts	Keep language input very simple and multi-modal. Go slowly, linger, give child more time.		Re read the book.			