

**Attainment's
TELL ME
AAC in the
Preschool Classroom**

**Introduction
to TELL ME:
AAC in the Preschool
Classroom**

Carole Zangari, Ph.D., CCC-SLP
Nova Southeastern University

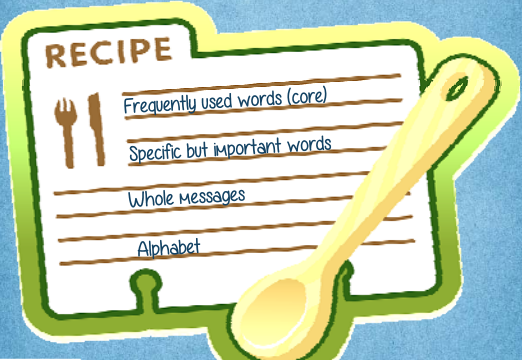
Carole Zangari, Ph.D., CCC-SLP • Lori Wise, MS

Acknowledgments

- **Lori Wise: Co-author**
- Nova Southeastern University SLP Program
- TLC and Other Preschool Staff, Children & Families
- ACE Lab Assistants & NSU Graduate Students
- Project Leaders & Participants
- Gail Van Tatenhove & Bruce Baker/Pixon, Barbara Fernandes/Smarty Symbols, Mayer-Johnson/PCS
- Attainment Company
- Saltillo Company




AAC for Preschool Children with Significant Communication Challenges



RECIPE

Frequently used words (core)

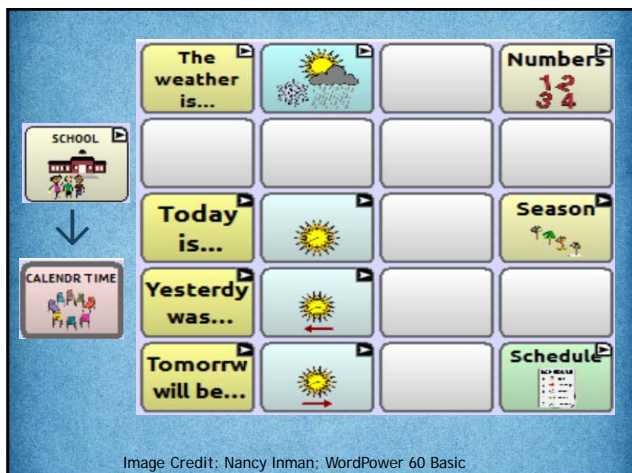
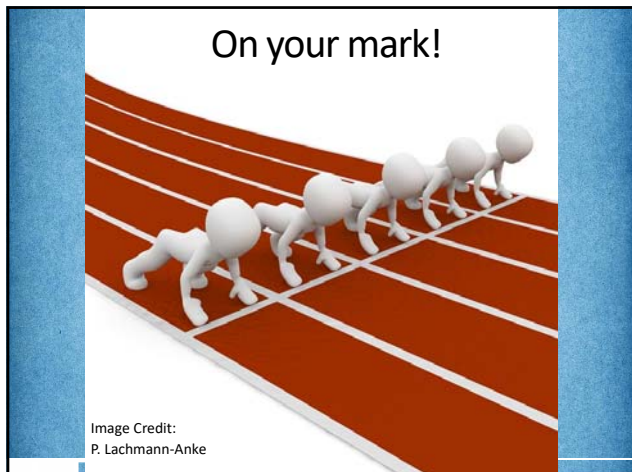
Specific but important words

Whole messages

Alphabet



Image Credit: Nancy Inman
WordPower 60 Basic



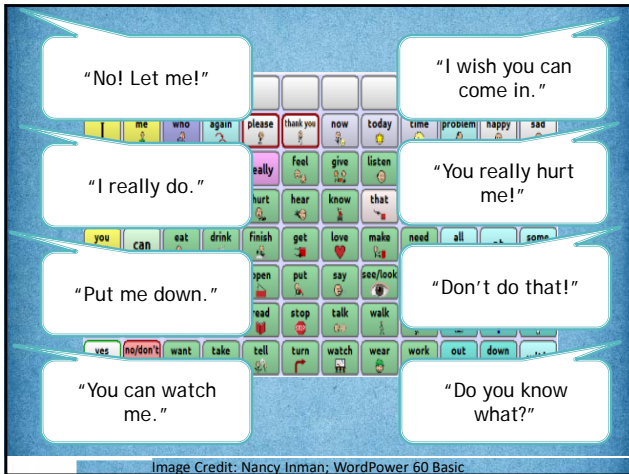


Image Credit: Nancy Inman; WordPower 60 Basic







It was developed because...

- There are too few SLPs who are comfortable with AAC
 - Those SLPs have too little time with the students
- Teachers in preschools serving students with disabilities didn't get adequate preparation in AAC when in their preservice training programs
 - Teachers struggle with how to teach high frequency words to nonverbal and minimally verbal students
- Too many children are entering kindergarten without a foundation of language

What *is* the TELL ME program?

Is	Is Not
<ul style="list-style-type: none"> A classroom-based approach to teaching high frequency words (i.e., core vocabulary) Uses repeated reading of story books as a context for AAC instruction Designed to be used with any AAC system 	<ul style="list-style-type: none"> Specific to a certain AAC device, app, communication board, or type of symbol A full curriculum that covers an entire school year

4 Components of TELL ME

 Shared reading	 Shared writing
 Classroom centers & routines	 Home extension activities

Classroom-based Approach

For whom is TELL ME appropriate?

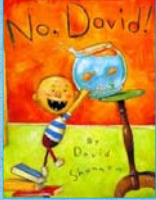
Preschool children who:

- Are nonverbal or minimally verbal
- Are using or will be using augmentative and alternative communication (AAC) tools that include high-frequency (aka core) vocabulary
- Can speak, but rarely do (i.e., reluctant communicators)



Each book has a set of core words & a designated letter.

'o'



Bad, come, messy, no, now, play

SCOPE AND SEQUENCE				
Core Words and Letters				
Book	Instructional Focus	Core Words	First Words	Level
Book 1	My Name Is... By Ann Cordell	me, you	name	1
Book 2	What's This? By Ann Cordell	look, what, you	book, read, see	2
Book 3	How Do I Feel? By Ann Cordell	see, no, help, I	find, like, sing, better	3
Book 4	How Do I Feel? By Ann Cordell	good, clean, hair, see, help, hand	see, hand, hand	4
Book 5	How Do I Feel? By Ann Cordell	name, words, from, picture, book		5
Book 6	How Do I Feel? By Ann Cordell	my, go, not, stop	open, pig	6
Book 7	How Do I Feel? By Ann Cordell	hat, come, no, pig	happy, see	7
Book 8	How Do I Feel? By Ann Cordell	my, cat, my, dog	under, when, when, help	8
Book 9	How Do I Feel? By Ann Cordell	my, not, get, happy	happy, go, help	9
Book 10	How Do I Feel? By Ann Cordell	all, good, when, get, all, happy	happy, see	10


Remember:

Core Words


~~+~~

First Words


4 Components of TELL ME




Shared reading



Shared writing



Classroom centers & routines




Home extension activities

Classroom-based Approach


Shared Reading

- Pre-reading activities
 - Music/Song
 - Review all core words
 - Establish a purpose
 - Introduce concepts of print
- Reading
- Post-reading activities
 - Story sequencing
 - Character list
 - Retelling



10 days of lessons with a predictable structure

Shared Reading as a Context for Core Word Practice



Before Reading: Input & Output

- Preview with **Focused Language Stimulation**
 - “Get ready to listen and say our special words.”
- Singing the Story Time Song
 - “Let’s sing! I LIKE this song!”
- Warm Up with Choral Responding
 - “Everyone say CAN.”

Story Song: Sing with Core [I, see, what]

I went walking and **what** did I **see**?

E-I-E-I-O

I saw a _____ looking at me.

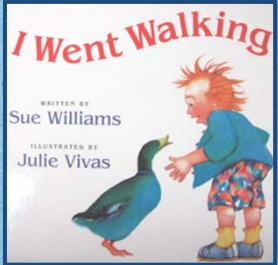
E-I-E-I-O

With a _____ here.

And a _____ there.

I went walking and **what** did I **see**?

E-I-E-I-O



During Reading: Input & Output

- Listen and Look
 - “Let’s find our special words in the book... Oh! Here’s one of our words! Let’s say IT together... CAN.”
- Focused Language Stimulation (Adult)
 - “I need HELP! WHO CAN turn the page?”
 - “WHO CAN show me the FRONT of the book?”
 - “Let’s read to find WHO was in the book.”
- Frequent Productions (Child)
 - “I CAN.” “I DO IT.” “HELP me.”


After Reading: Input & Output

- Focused Language Stimulation

Example:

Creating a ‘Who’ poster

 - “WHO wants to go first?” “I DO!”
 - “CAN YOU pick one?” “I CAN”
 - “WHO did YOU SEE?” “I SEE __.”



10 Shared Reading Lessons

SHARED READING LESSONS

LESSON 1

LESSON 2

LESSON-AT-A-GLANCE		
LESSON TIME	ACTIVITY	MATERIALS
Setting the Stage 5 minutes	Music: If You're Happy and You Know It Review core words Establish a purpose Introduce the FIRST page of the book	If You're Happy and You Know It song poster From Head to Toe book Word/symbol cards Personal SGDs and/or communication boards Shared SGDs and/or communication boards
Getting Ready to Read 5 minutes	Picture walk	Personal SGDs and/or communication boards Shared SGDs and/or communication boards
Follow-Up Activity 2 minutes	Core word practice	Story toys


Shared reading is used to teach language.

Each lesson has a self-rating form.

Checking in with Shared Reading: Lesson 1

Name: _____ Completed by: _____
 Book: _____ Chapter of book: _____
 Story topic: _____
 How many words: _____
 Page(s) with words: _____

	Always	Sometimes	Never
1. Book, pages and other materials are available.			
2. Each student has an accessible way to see core words.	Always	Sometimes	Never
3. Core words are introduced in context.	Always	Sometimes	Never
4. There are multiple opportunities to see core words.	Always	Sometimes	Never
5. Language is present in a variety of materials (e.g., stories).	Always	Sometimes	Never
6. Students are engaged in the activity.	Always	Sometimes	Never
7. Adults use appropriate language.	Always	Sometimes	Never
8. Adults model language using AAC.	Always	Sometimes	Never
9. Appropriate story toys are used and introduced to core words.	Always	Sometimes	Never
10. Setting the stage activities are implemented as directed.	Always	Sometimes	Never
11. Getting ready to read or reading activities are implemented as directed.	Always	Sometimes	Never
12. Language activities are implemented as directed.	Always	Sometimes	Never
13. Language activities are implemented as directed.	Always	Sometimes	Never
14. Program is implemented to meet the specific needs of the group.	Always	Sometimes	Never
15. Use of modeling novel materials, such as story toys, are used appropriately to promote active participation.	Always	Sometimes	Never



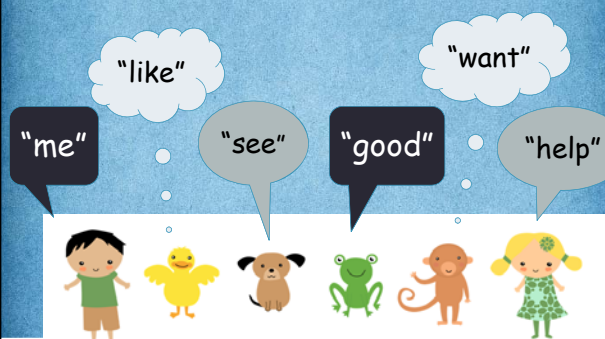
4 Components of TELL ME

- Shared reading
- Shared writing
- Classroom centers & routines
- Home extension activities

Classroom-based Approach

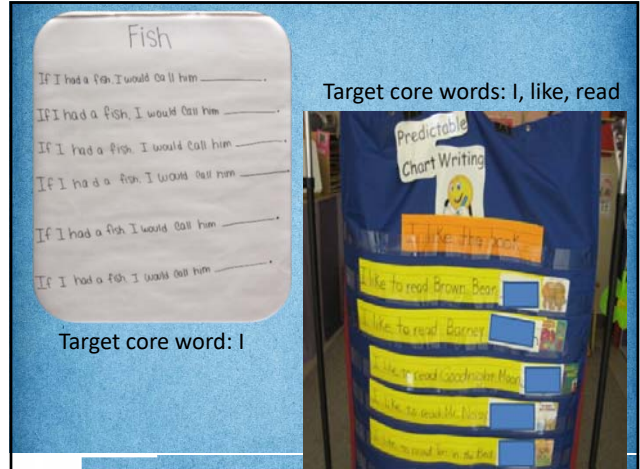
Shared Writing as a Context for Core Word Practice

“like” “want”
 “me” “see” “good” “help”



Shared Writing

- Based on the Structured Language Experience Approach by Patricia Cunningham.
- Predictable Chart Writing
 - Teacher chooses a topic & a structure or predictable pattern for the children to follow
 - Teacher and children compose text together. Teacher supports and writes as children dictate.
 - Once the chart is initially created, they do many other things with it.



Children Who Are First Learning AAC

Dictate responses using:

- Choice boards made specifically for the activity
- Personal SGDs
- Shared classroom communication devices
- Communication boards, books, eye gaze boards

Where We Play

I like to play in the pool. (Carote)

I like to play at camp. (Jane)

I like to play on my bed. (Abbie)

I like to play at home. (Robin)

I like to play _____. (YourName)



10 Shared Writing Lessons

SHARED WRITING LESSONS

LESSON 1

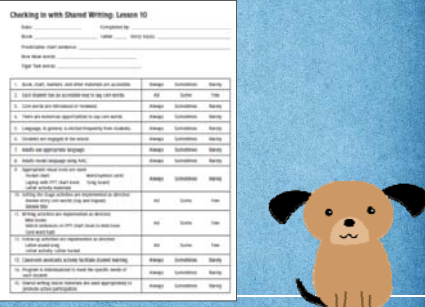
LESSON TIME	ACTIVITY	MATERIALS
Before Writing 5 minutes	Review story core words (Say and Repeat) Review title	Pocket chart Word/symbol cards Personal SGDs and/or communication boards
Writing 10 minutes	Match name cards to chart Finish touch reading sentences with remaining students Take pictures Find a.g.	Shared SGDs and/or communication boards Chart paper Markers
Follow-Up Activity 5 minutes	Letter-sound song for g Letter activity: Letter bucket	Special letter song board Low-tech SGDs with /g/ Letter activity materials

LESSON 5

LESSON TIME	ACTIVITY	MATERIALS
Before Writing 5 minutes	Review story core words (Say and Repeat) Review title	Pocket chart Word/symbol cards Personal SGDs and/or communication boards
Writing 10 minutes	Match name cards to chart Finish touch reading sentences with remaining students Take pictures Find a.g.	Shared SGDs and/or communication boards Chart paper Markers
Follow-Up Activity 5 minutes	Letter-sound song for g Letter activity: Letter bucket	Special letter song board Low-tech SGDs with /g/ Letter activity materials


Repetition with variety helps us build our own teaching skills.

Each lesson has a self-rating form.




	Always	Sometimes	Never
1. I look at each lesson before I start planning an activity.			
2. I ask students for an example of how to do the task.			
3. I can describe the structure of the task.			
4. I have an example of the structure of the task.			
5. I explain to students the structure of the task.			
6. I describe an example of the task.			
7. I have an example of the task.			
8. I have an example of the task.			
9. I have an example of the task.			
10. I have an example of the task.			


4 Components of TELL ME




Shared reading



Shared writing



Classroom centers & routines




Home extension activities

Classroom-based Approach


Infusion Activities

Provide for multiple opportunities to practice core words



"I can do it."

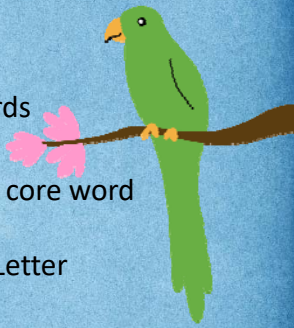
"I see that."



Give teachers the flexibility to select what works for their classrooms.

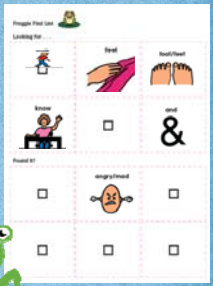

Circle Time Ideas

- Introduce core words
- Say & Repeat
- Modified songs for core word practice
- Search for Special Letter




Outside Time


- Monkey See/Monkey Do**
 - Animal Action with Puppets
 - Blow Bubbles
- Froggie Find**
 (scavenger hunt)

Quick Quack Questions



- During Snack Time
- Questions that give additional practice on core words
- Beyond choice-making & requesting
 - Build conversation skills by noticing and talking about other people/things



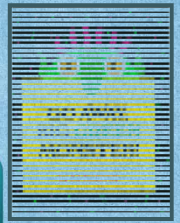
Centers

Theme Table (approximately 10 minutes)

Place items related to the story on a table for students to experience and discuss.

Things to see	Pictures and photos of: <ul style="list-style-type: none"> • People and animals running and WALKING • ANGRY/MAD faces • FEET, HANDS, and HEADS
Things to smell	Different soaps/shampoos to wash body parts Body sprays, perfume Classroom items that have smells: soap, paint, lotion, wipes, etc. "I will GIVE YOU this to smell. We will NOT taste IT . Just smell IT ." " DO YOU KNOW what this smells LIKE ?" "I will SHOW YOU this to smell. IT smells sweet AND delicious."
Things to touch	Provide various classroom toys (figurines of people and animals). " SHOW me the dog's FOOT !"
Things to hear	Program Language Master cards to say. "This BOY is HAPPY . Make a HAPPY face." "This GIRL is SAD . Make a SAD face." "This BOY is MAD . Make a MAD face." Create variations of these phrases to give students the opportunity to hear and practice BOY, GIRL, FRIEND, MOTHER, FATHER, BROTHER, SISTER, HAPPY, SAD, ANGRY/MAD.

Pretend Play: Let's play monsters!



Who wants to be 'it'?


I do!

What should we tell him?

Go away!

Art Instructions—Handprint Fish Craft

You will need:
 fish bowl cutouts
 construction paper
 dried beans
 glue, scissors, markers
 googly eyes
 white beads



1. Trace your hand on paper and draw a rounded bump at your wrist for the fish's face.

2. Squeeze a good amount of glue along the bottom of the fish bowl.

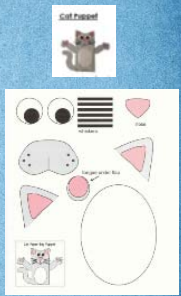
3. Place dried beans along the bottom to look like gravel in the fish bowl.

4. Cut out your handprint fish and glue it onto the fish bowl.

5. Glue a googly eye onto the fish. Use a marker to draw on a smile.

6. Cut a small diamond shape out of paper and glue it on as a fin.

Art




App Connections

Below are suggested apps that can be used to enhance activities, themes, concepts, and language learned in this book.

App Name	Target Age Range	Recommended for Grades
Handwriting Helper	3-5	1-2
Math Facts	6-12	3-5
Reading Eggs	2-12	1-5
ABCmouse	2-5	1-2
Starfall	3-6	1-3
Proton	3-6	1-3
Reading Eggs	2-12	1-5
ABCmouse	2-5	1-2
Starfall	3-6	1-3
Proton	3-6	1-3

And more...

- Vocabulary sort
- Bingo, Lotto
- Self-selected reading
- Collage building
- Making an alphabet book
- General conversation (Talk Two-gether)
- Letter-sound correspondence
- Sound blending
- Etc.




Self-check for infusion activities

Checking In with Infusion Activities: How Am I Doing?


Date: _____ Completed by: _____
 Book: _____ Teacher/Team: _____
 Book Word words: _____ Target Talk words: _____
 Activity: _____

	Always	Sometimes	Rarely
1. Book, print, or other materials are accessible to students throughout the activity.			
2. Each student has an accessible way to say core words.			
3. There are numerous opportunities to say core words.			
4. Language, in general, is elicited frequently from students.			
5. Students are engaged in the activity.			
6. Activities are modified to meet the physical needs of the students.			
7. Adults use appropriate language.			
8. Adults model language using AAC.			
9. Appropriate visual tools are used, including word/object cards, picture books, objects, or the activity.			
10. Activities are implemented as directed.			
11. Classroom assistants actively facilitate student learning and participation.			
12. Materials are differentiated to meet the specific needs of each student.			


4 Components of TELL ME




Shared reading



Shared writing



Classroom centers & routines



Home extension activities

Classroom-based Approach

Parent Involvement

Weekly SHARE Packets:

1. Tells which book, set of core words, & letter is the focus of the week
2. Provides strategy information
3. Activity suggestions
4. Ideas for apps
5. Symbols
6. Note from teacher
7. Rating scale & note back from family

WORDS WE ARE LEARNING

We have learned many new words! Every week our list will grow longer. Some words are new and some are from other books we've read. Here are the words we are learning.

Will you say them with me?

again	do	head	my/mine	sing
and	first	help	no	stop
away	front	here	not	tell
bad	go	I	now	what
big	good	it	play	write
can	hand	like	read	you
come	have	messy	see	

THINGS WE CAN SAY WITH THESE POWERFUL WORDS

Our list of things we can say will grow each week. With inflection, like a rising tone to indicate a question, we can say a surprising number of things with these words.

You will notice that some of the phrases below have been shortened or simplified so that it appears as if some words have been omitted. For example, "Sister do it." However, the focus is on the core words being introduced to the students during these lessons. Once these words become more familiar to the students, sentences should be expressed in their entirety, including all essential words, so that the sentence is grammatically correct.

Examples of questions and statements:

No	Do it first.	My ___ is there.
Play	My hand messy.	It is not big.
Stop!	Read it again!	My hand not big.
Now	Do it now.	
	Can you come?	You can come here.
Read now.	Help you write?	I like to read it.
Play now.	Do you see?	Do not go away.
I good.		You like to play.
You messy?		
Go away.	Do you see it?	I like to come here.
Come here	Do you like it?	I help you write it.

SHARE PACKET WEEK 1

BOOK 6 No, David!

BOW WOW Words: NO, BAD, COME, PLAY

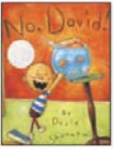
Tiger Talk Words: MESSY, NOW

We are so excited to be learning more core words in Book 6. Our children are getting used to the new activities and routines that give them lots of practice using the words above. You can help them get more experience with these words using the activities in this packet.

SUGGESTED ACTIVITIES


1. Strategy of the Week: Use core words while pointing to things in the environment. While you are with your child, point with your finger at many different things around you. Point to people and objects. Label these people and objects as you point. Add a description of the person or object using the core words your child is learning to use. For example, while pointing, you can say things like:

"That dog is **BAD!** He took **MY** shoe!"
 "Look! I **SEE** a ball. We **CAN PLAY** with **IT!**"
 "I **SEE** paint on the floor! **IT** is **MESSY!**"
 "Look **NOW!** It's an airplane!"
 "It is a **BIG** airplane!"
 "There is a butterfly on **MY HAND!**"

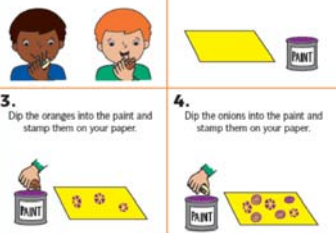


Cooking Instructions—Orange and Onion Print

You will need:
 large sheets of construction paper
 3–4 oranges of different sizes, cut into halves
 3–4 onions of different sizes, cut into halves
 paints



- 1.** Taste a piece of orange and smell an onion.
- 2.** Take a piece of construction paper and contrasting paint color.
- 3.** Dip the oranges into the paint and stamp them on your paper.
- 4.** Dip the onions into the paint and stamp them on your paper.



TELL ME—BOOK 6 WEEK 1

Writes for _____

There are some worksheets cards that you need in this packet. The symbols appropriate for your child are checked below:

- Manual Signs
- PCS
- Pixons
- Smarty Symbols

This is the type of prompting or support we provided to your child:

Here are some things _____ has been practicing at school. _____ can do _____

Specify instructions for you:

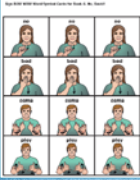

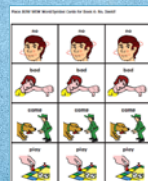

TELL ME—PARENT REPORT

Please complete the following checklist and return to school on _____ so that we can use your feedback to guide our instruction.

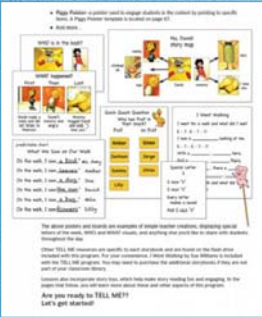
	Natural speech	AAC	Communication board	Signing
1. My child used some core words this week by using his/her _____ (write one)				
2. My child showed interest in participating in this week's activities.	Yes	No		
3. My child repeated core words after hearing the words.	Yes	No		
4. My child spontaneously used core words.	Yes	No		
5. This was difficult for us this week.				
6. I have a question about:				

Resource Material


Symbols for core words in manual signs, Smarty Symbols, Pixons, PCS

• Page Pixons require users to engage students in the subject by printing to specific words. A Page Pixons template is located on page 67.



APPENDIX MATERIALS

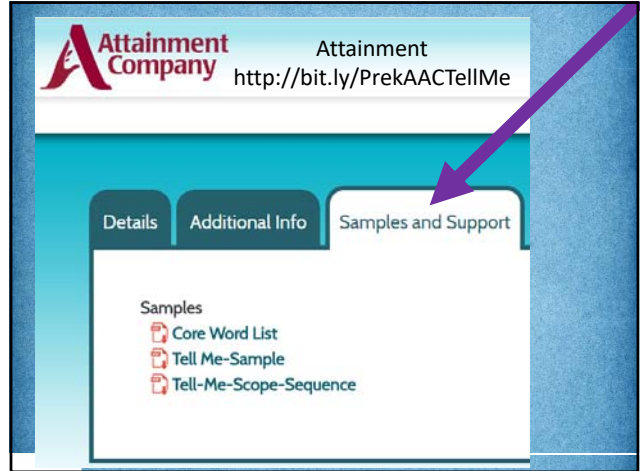


TELL ME

Framework can be replicated by teams to meet their own needs for core vocabulary instruction with:

- Their own books, set of words, types of AAC, types of learners, age group, etc.
- Ideas for group and individual instruction that is systematic and intensive
- Their preferences for activities
- Flexibility to work within other curricula

Attainment
<http://bit.ly/PrekAACTellMe>



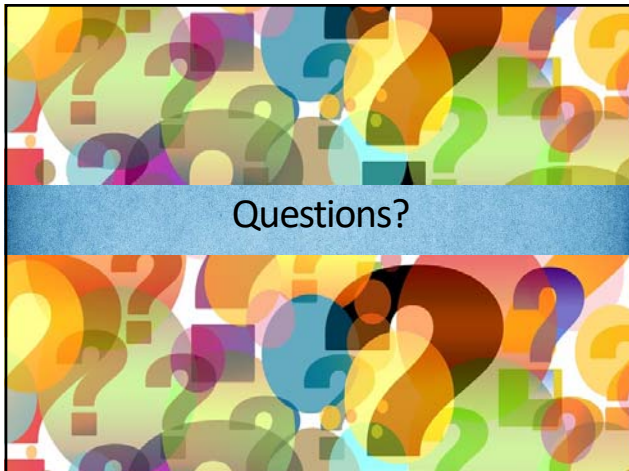
Attainment Company Attainment
<http://bit.ly/PrekAACTellMe>

Details Additional Info Samples and Support

Samples

- Core Word List
- Tell Me-Sample
- Tell-Me-Scope-Sequence

A purple arrow points to the 'Samples and Support' tab.



Questions?

Thank you!

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