

CORE WORD: **Bye/Goodbye**

For Educators, Related Service Providers and Parents

Aided Language Stimulation (ALS): Say the core word or combination of words with your voice as you model/point to them on the device. Grow your student's vocabulary by using other core words as well.

Guide to ALS: from Coughdrop, <https://blog.mycoughdrop.com/modeling-made-simple/>

I me	Hi hello	Bye goodbye	help	stop	go	want	play
that	out	in	more	all done	bathroom	take a break	wash

WAYS WE CAN USE THE WORD:

SOCIAL: Learning to say **Bye/Goodbye** will help to build skills!

CLOSINGS: Bye, Goodbye ____ (name)

CESSATION/INDICATE FINISHED: Bye ____ (item), (For an adult it could mean they are finished depending on the context, and even in a playful way, can be used with young children when putting things away.

ROUTINES AND SCHEDULES

Putting toys, books or materials away; **bye/goodbye** __ (toy/item)

After lunch: Leave the table and say, "goodbye"

Circle Time or Morning Meeting: While meeting, indicate goodbye when a student leaves the circle to get ready to go home.

Leaving for the bus: When leaving for the bus, adults can use ALS to say and model the word on the talker and the student can say 'goodbye' to family or friends. This

provides direct and immediate reinforcement to learn what the word means in this natural setting.

Leaving to go on community outings: say goodbye to others who are not going out in the community

PLAY:

Students can utilize their talkers/communication systems to say **bye** or **goodbye** to others' at the end of the day, when leaving another classroom or even a Zoom Meeting. This is a great way to focus on acknowledging others before they or someone leaves. Adults can model, without expecting students to imitate.

For students who are younger in age, you may use ALS to say 'bye' and duck down from sight and then pop up again and say, 'hi'/'hello.'

Adults together with students/individuals can also say 'goodbye' to toys or books when the activity is complete.

Once recess is over, saying goodbye to fellow peers is important and meaningful. Adults can wait for a response from the other student(s) if appropriate or helpful.

The students could use puppets to say hi and bye/goodbye to each other.

READING

Reading is a great time to model use of new words on the AAC/communication device. For this week's words, each time you turn the page you can say, 'hi' and '**bye**' to the characters on the page.

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

Oh No, it's time to go. A book of Goodbyes: A Book by Rebecca Doughty, read by: KidTimeStoryTime <https://www.youtube.com/watch?v=XsRtIAi1Bxk>

The **Goodbye** Book by Todd Parr
<https://www.youtube.com/watch?v=efWdOol5g6o>

Goodbye Friend, Hello, Friend By Cori Doerrfeld; Read by Imaginary Pages
<https://www.youtube.com/watch?v=9xaW3Yi5rSo>

The Hello, Goodbye Window by Norton Juster and Chris Raschka
<https://www.youtube.com/watch?v=xxc90XRQ8pl> Sankofa Read Aloud

SOCIAL INTERACTIONS AND VIDEO MODELING

When going outside for recess or break time, the student could say, **goodbye** to others who are staying inside.

If a visiting adult or student leaves the room, this provides an opportunity for the student to say goodbye.

The students could watch a videotaped puppet show where two or more puppets met each other, said, 'hi,' played a game and then indicated, 'all done' or 'I go' and then said, 'goodbye' on the talker/communication system.

Video Modeling by Walsh81793 (YouTube)

<https://www.youtube.com/watch?v=meS9QRoXSZY>

Social Skills Video Modeling: Goodbye by Casa OT

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

Here is a communication board that could be utilized for an emerging communicator. (This was part of a multiple page system)



SENSORY MOTOR

Playing a hide and seek game can be a fun way to say **goodbye** with an immediate reaction. We say goodbye to the student who goes to hide (and may be accompanied by an adult) and then we can say 'hi' when we find them.

Use a mirror and practice saying 'hello' and 'goodbye' to their or other's reflection.

STRUCTURED ACTIVITIES

Using the student's or classroom communication device or communication board, the adult can point to and model use of the word: **Bye/Goodbye** and talk about when to say goodbye. Consider a discussion about how we say goodbye at the end of the day, how we say goodbye to our Moms or Dads when we leave for school in the morning or how we leave a video meeting.

VIDEOS, MUSIC, ANIMATED SHORTS

Please consider using the following to assist in teaching the core word:

Goodbye Song for kids by The Singing Walrus (YouTube)

<https://www.youtube.com/watch?v=0LDArAjf7-c>

No Need to Say Goodbye: Disney

<https://www.youtube.com/watch?v=s9Ur4i8i20s>

Hi/Hello, Bye/Goodbye: Fun song that incorporates other core words, too!<https://www.youtube.com/watch?v=bsFo5C8aFHw&t=3s> (by Swingsetmamas)

The Beatles - Hello, Goodbye

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

ART OR SCIENCE ACTIVITIES

Make Sock Puppets and use them to play hide and seek or to interact and say, 'hi' and **bye** with them.

How to Make Sock Puppets | Fast and Easy DIY | Fun Sock Creations

By Sock City Fun Sock Creations Role play "Hi/hello" and **Goodbye** with the puppets among other fun games and interactions.



<https://www.youtube.com/watch?v=1Nh0n2LcU7I>

The Hello-Goodbye Window



Create a paper window with construction paper and add a curtain on a string adhering it with tape or glue making sure it can open and close. Place different pictures behind the paper window. Close and open the curtains to say, hi and 'bye' *By Jennifer Venn-Johnson on Pinterest.*

USE OF APPS OR OTHER TECHNOLOGY

Pictello app: Use the iPad to take pictures of all the students in the class or group and program it to say, goodbye + name of each student so that it could provide a structured opportunity to learn to say **goodbye** to friends. This can be read at the end of the day to attach further meaning to the word as they leave to go home or end the class or session.

WORD WALL- Add the word, **bye** and **goodbye** 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, adapted keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Michaela Sullivan @ michaelasullivan2@gmail.com
Thank you!

CORE WORD: **Help**

For Educators, Related Service Providers and Parents

Aided Language Stimulation (ALS): Say the core word or combination of words with your voice as you model/point to them on the device. Grow your student's vocabulary by using other core words as well.

Guide to ALS: from Coughdrop, <https://blog.mycoughdrop.com/modeling-made-simple/>

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that	out	in	more	all done	bathroom	take a break	wash

WAYS WE CAN USE THE WORD

REQUESTS: (EXPRESS NEEDS), (e.g. **Help** now, help me, need help)

DIRECT ACTIONS/CARE: (e.g. help me, please help, help head, help eat, help drink, help go).

DIRECT OTHERS: (e.g. go help, go get help).

GAIN ATTENTION by saying, 'help.

SHARE INFORMATION: (e.g. she help me).

ROUTINES AND SCHEDULES

Daily Routines

Model the word, **help** on the student's communication system(s) when you help them in daily activities or tasks such as eating, dressing, going to the bathroom or with school work. Add 1-2 more words, (to the length of utterance they usually express), and when modeling, focus on target phrases they may need or

use in daily activities. As you provide help, model use of the word, which gives further meaning to the words in context: (e.g. "need help", "Help up", "help bathroom" or even with school work, "help me.")

Bathroom: The student may indicate the need to go to the bathroom or to be changed and ask for **help**. As you bring them to the bathroom, model, the core word, **help**

Dressing: The student may need "help" when putting on shoes or other clothing. As you assist them, model the word, 'help'

Eating: The student may need help getting their lunch. What a great opportunity to model the word, 'help' as you do so.

PLAY

When playing with a puzzle, the student may have difficulty finding a piece or where it goes and may need 'help'. As you are looking for the pieces, model the word, **help**.

If a student is building a block tall tower, it may fall. Adults can model, 'help' as they pick up the pieces or help build it again.

When playing pretend-doctor, adults can model the word, 'help' when the student is using various play medical-tools.

If students are having difficulty with sharing, join the group, and model the word, 'help' as you assist them in taking turns.

Other activities that could require 'help' due to fine motor needs may include: stringing beads, sorting activities, lacing cards, or items with zippers. These activities could provide an excellent opportunity for the student to ask for help.

READING

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

Just Helping My Dad by Mercer Mayer - Little Critter - Read Aloud Books for Children - Storytime <https://www.youtube.com/watch?v=TE7MiXPiUug>

Listening with My Heart: A Story of Kindness & Self-Compassion | Kids Books Read Aloud by Gabi Garcia <https://www.youtube.com/watch?v=Lawc3fwS0n8>
(Discuss how she helps others)

SOCIAL INTERACTIONS AND VIDEO MODELING

During interactions with students during play or group work, if students appear to demonstrate behaviors indicating they may need help), assist them and model the word, **help** as you do so. Adults can make this a teachable moment by describing what they need; help with. Responding to and replacing such behaviors by modeling the word, help provide, real-life, in the moment meaningful interventions. Provide positive feedback and praise in the group when people ask for help.

Write a social story about when students need help and have students read it over and over when they are calm or before an activity that they might find stressful, (e.g. I can ask for help and get what I need, or I need help to get my talker out of my backpack, or I need help going to the bathroom).

Record videos of students asking for help and play the videos for the class to see and comment on.

Video Modeling: Asking for help by Julie Kristie Carillo, Following these next two videos, imitate or role play interactions and/or scenarios with students to act out ways to get help. https://www.youtube.com/watch?v=otuzkutc_u0

Boystown- Asking for **Help** <https://www.youtube.com/watch?v=COGSv3lblsk>
Shalyn Steward

Social Story- Asking for help by: Nyzza Klaire Aguilas
https://www.youtube.com/watch?v=pL_OwrsXmNA

SENSORY MOTOR

Create an obstacle course with the PE teacher and preface the lesson by encouraging others to ask for **help** if they need it.

Adults can use the AAC communication system to ask for 'help' as they navigate the obstacle course themselves, pretending to be stumbling as others are helping them. As the adult assists the student(s) navigate through the course, opportunities could present themselves to model the word, help.

Adults can assist students to ask for help while learning to do new or more difficult motor activities such as: biking, running or jumping.

STRUCTURED ACTIVITIES

Devise a lesson focusing on: "who **helps** you?" Introduce the topic using a big core board or a device to project to the class. Provide opportunities for the students to answer questions, (e.g. Mom helps me, Teacher helps me). The adult could then write responses on the Smart Board using a predictive writing chart, and/or transfer the information directly into an app like Pictello or Book Creator where the class could write a collective story that could then be read independently or to the group over and over.

Emergency Response Discussion and Role-Play. When someone is hurt or where there is an emergency, it can be important to get help. Write down and talk about some different ways to get help, (e.g. shouting, calling out, calling 9-1-1 and using the talker to ask for help. Ask when it might be appropriate to do each one. Show the student, (as appropriate) how to dial 911 or get emergency help. Come up with new situations and ask the student, which option might be best in different situations. *Getting Help, (from Communication Workshop/Coughdrop).*

VIDEOS, MUSIC, ANIMATED SHORTS

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

Help core word video by Wing Works:

<https://www.youtube.com/watch?v=H65k43cC8Zg&t=2s>

Funny Baby Trying to Help Mommy in Housework - Cute Baby Video

https://www.youtube.com/watch?v=_x5Gm4zujHY

Sesame Street: Daddy Helps With the Dishes

<https://www.youtube.com/watch?v=Wq7hd8mW2J4>

Ask For Help Song | Esme & Roy

<https://www.youtube.com/watch?v=Urb3GYD63og&t=7s>

Ask for Help song: Social skills for school success K-3

<https://www.youtube.com/watch?v=lyuBRzYk9qs>

The Muppets & James Corden: 'With a Little Help from My Friends'

<https://www.youtube.com/watch?v=NMvVgppqQE6U>

Young Adults

The Beatles - **Help!** https://www.youtube.com/watch?v=2Q_ZzBGPdqE

ART OR SCIENCE ACTIVITIES

Raised Salt Painting



<https://artfulparent.com/raised-salt-painting/> by the Artful Parent. During this

motivating and creative activity, the student can ask for **help** with the glue and the salt and help to make shapes.

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Adults can utilize the *Pictello* app for writing a group story about "Who **Helps** You" and other topics. It's endless.

My Play Home- Help feed the baby or help mom clean up the kitchen or make the bed.

WORD WALL- Add the word, **help** 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 adapted keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Michaela Sullivan @ michaelasullivan2@gmail.com
Thank you!

CORE WORD: **Hi/Hello**

For Educators, Related Service Providers and Parents

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Guide to ALS: from Coughdrop, <https://blog.mycoughdrop.com/modeling-made-simple/>

I me	Hi hello	Bye goodbye	help	stop	go	want	play
that	out	in	more	all done	bathroom	take a break	wash

WAYS WE CAN USE THE WORD

Learning to say **Hi/hello** will help to build *SOCIAL* skills!

GREETINGS: **Hi** + ____ (name)

ACKNOWLEDGE: Hi, I see you.

INITIATE: Hi!

ROUTINES AND SCHEDULES

Arrival First thing in the morning when students arrive, adults can utilize a communication system along with their voice to say **hi** or '**hello**' to each student. This provides a focused way to greet and acknowledge others and provide ALS support.

Circle Time or Morning Meeting: During the meeting, indicate **hi/hello** using your voice and the student's talker (or on the classroom device or board) when a student's name is called. Once the student gains experience with this exchange in this structured format, he/she may be able to express such greetings with less direct cues, (visual, and/or verbal).

Provide opportunities for students to say 'hi'/'hello' to one another in less structured ways. Provide wait time for the student to be able to also return the greeting as/if appropriate.

PLAY

Recess: Adults can model saying, **hi** to other students/friends using their voice and the AAC device. Provide WAIT Time for your student to also say, 'hi' (although it's not necessary), but any initiation is a great step. After multiple opportunities, students may be ready to greet others with assistance from visual or verbal cues.

Say **hi/hello** when you and the student finds someone that you are looking for.

For students who are younger in age, adults and students can play a modified peek a boo game where adults may say, 'bye' and duck down from sight and then pop up again and say, 'hi'/'hello' using the communication system.

Adults can also say 'hi/hello' to toys or books that they find fun and interesting to then show the students.

READING

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

Tarheelreader.org (please make sure that speech is turned on)

Hello book: <https://tarheelreader.org/2016/03/22/hello/> by Jane Farrall

Greetings <https://tarheelreader.org/2019/11/19/greetings-6/> By Karen Souter

Other Books

Hello, Hello by Brendan Wenzel, read by Read for Life

https://www.youtube.com/watch?v=QuT5e1C_5NY

Say Hello by Rachel Isadora; Read by: Teresa Vogelgesang

https://www.youtube.com/watch?v=jPMj_E5EuBo

SOCIAL INTERACTIONS AND VIDEO MODELING

Recess is an opportune time for students to greet one another. The provision of ALS modeling to greet other students, by saying **hi/hello** and using the talker to model the greeting is important and meaningful.

When adults accompany students in interactive settings, immerse them by using ALS modeling to interact with other adults and students. Hello is just the beginning.

Here is a communication board that could be utilized for an emerging communicator.



Additionally, students can say, 'hi/hello' to each other with puppets and role-play.

SENSORY MOTOR:

Saying **hi** or **hello** during motor activities on the playground.

Use puppets with your student to act out saying, "hello" or "hi"

STRUCTURED ACTIVITIES-

Using the student's or classroom communication device or communication board, the adult can point to and model use of the word: **hi/hello** and talk about when and how to greet others. This can be a discussion about how we say hi/hello at the beginning and throughout the day, and how we say 'hi' to our friends and teachers at school and how we say 'hi' to our Mom's and Dad's and brothers and sisters when we get home.

VIDEOS, MUSIC, ANIMATED SHORTS

The Hello Song: <https://www.youtube.com/watch?v=VHiaNqox7CM>

Hello Song for Kids, by the Singing Walrus
<https://www.youtube.com/watch?v=gghDRJVxFxU>

A great hello song with Disney Characters
<https://www.youtube.com/watch?v=7v-BqpuYPo0>

Hello Hello, How are you Today? The Kiboomers
<https://www.youtube.com/watch?v=x23rTDI4AMs>

The Beatles - Hello, Goodbye https://www.youtube.com/watch?v=rblYSKz_Vnl

Animated Short:

Pencilmation Features: Rabbittersweet Goodbye-

Although 'goodbye' is in the title of this animated short, watching it creates multiple opportunities to say, 'hi' or 'hello.' Enjoy.

<https://www.youtube.com/watch?v=eBlaAtfPX-0>

ART OR SCIENCE ACTIVITIES

Students can assist adults in creating a puppet theatre



How to Make a Simple Puppet Theatre from Cardboard

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

Below is the Printable Puppet Theatre Design, (paid.

\$2.00)<https://www.adventure-in-a-box.com/product/printable-puppet-theatre-design/>

USE OF APPS OR OTHER TECHNOLOGY

Pictello app: Take pictures of all the students in the class or group and program individual screens/separate pages to say, **hi** or **hello** + the name and picture of the student. Choose 'Wizard Mode' which provides step by step directions on how to program the app. This activity would provide a structured opportunity to learn to say 'hi' to their friends. Whether this is a circle activity, free time reading opportunity, or individual session, this interactive book could help give further meaning to the core word.

Sock Puppets: Sock puppets provides a way for students to act out recorded dialogue. How it works: First, select your characters, then background, then props. Voila- you will see the puppets on the stage. Press the round 'record' button and as you move each puppet, it will record what is spoken. Once completed, hit the square 'stop' button and the sounds and puppet movement will play back. Adults and students can create the puppet shows together.

YoPuppet: YoPuppet is an ingenious and easy to use puppet show creator and your face is in the show. (If you were a ventriloquist, (which I'm not-but wish I was), you could really amaze the students. How it works: Pick a character, then line your hand up with the hand symbol on the app and the puppet will sync with your hand movements so that you can create and record a puppet show. What a fun way to learn how to say, 'hello'.

WORD WALL: Create a Word Wall and add **hi** and **hello** 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 adapted keyboard or write the word together.

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Thank you!

CORE WORD: I/me

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WAYS WE CAN USE THE WORD(S)

REQUEST: (e.g. I want, Me, I need, I book, give me)

GAIN ATTENTION: (e.g. I am, Look at me, Me, I here)

SHARE INFORMATION: (e.g. I do that, that me).

GET HELP: (e.g. I need help, help me, I help you, and please help me)

COMMENT: Students can indicate likes and dislikes, (e.g. I like)

ROUTINES AND SCHEDULES

Snack/mealtimes: The student can indicate that they want to eat or drink an item, (e.g. "I want", or 'give me."

Circle: Students can identify their picture, (e.g. me) or indicate attendance, (e.g. I am here, that's **me**).

Activity Centers: (Students can indicate who wanted to go to the activity table first, (e.g. Me, I do)

PLAY

Toys or Games: While playing with toys or games, the student can indicate turn taking by saying, (e.g. **I** do, I want, give **me**, me), following an adult model as needed.

READING

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

Mommy Can I? Learning to read with pictures - Video picture book, by Chalkboard Lessons: <https://www.youtube.com/watch?v=Hgxx3XxjcsQ>

Me and My Mom: By Alison Ritchie and Alison Edgson | Children's Book Read Aloud by Lights Down Reading
<https://www.youtube.com/watch?v=VFTDpAvAxeM>

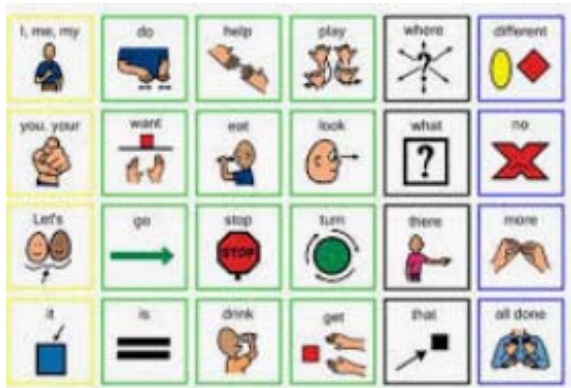
Let's Sing with Eric Carle's Book; "From Head to Toe Song" created by MrSeisay1 <https://www.youtube.com/watch?v=9xxyZSdYEmM>

Mixed Me by Taye Diggs, Read by Barbers, Books and Bridges
<https://www.youtube.com/watch?v=dFxiVnDV46c>

SOCIAL INTERACTIONS AND VIDEO MODELING

Have two students play with a toy and take turns, (indicating **I** do/**me**). Model such core vocabulary as you assist them by taking and waiting their turn(s).

Here is a sample communication board that provides access to pronouns, verbs, questions and comments.



Another idea is to have students take turns looking in the mirror and indicating, (I/me).

SENSORY MOTOR

During motor activities or in PE, students can indicate when it is their turn to go next by indicating, **I** or **me**.



STRUCTURED ACTIVITIES

Students can participate in " *All about Me*" activities containing pictures and information about themselves. When reviewed together, repeatedly, adults can model the word, **me** or **I**.

All about Me Activities

Free Printable by Kristina. Site: Planes and Balloons. Please visit her site:

<https://www.planesandballoons.com/2018/07/11/all-about-me-worksheets/>

Totschooling: <https://www.totschooling.net/2016/08/all-about-me-free-printable-pack.html>

123Homeschool4me: <https://www.123homeschool4me.com/all-about-me-graphic-organizer>

VIDEOS, MUSIC, ANIMATED SHORTS

Can you help me? Sure, I can. - Education English song for Kids - Sing a song loudly <https://www.youtube.com/watch?v=5P-89FdwIGc>

Yes, I Can! | Animal Song for Children | Super Simple Songs
https://www.youtube.com/watch?v=_lr0Mc6Qilo

ART OR SCIENCE ACTIVITIES

DIY Marbled Paper: by the Artful Parent.



Students participate by indicating **I/me** when it is their turn, they need help or they need more art materials. <https://artfulparent.com/diy-marbled-paper/>

USE OF APPS OR OTHER TECHNOLOGY

Angry Birds App: While playing the Angry Birds app game, have the students take turns by saying, (**I** or **me**). Model the vocabulary and expand the utterances 1-2 words beyond their typical length of utterance.

WORD WALL- Add the word, **I, Me** 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, adapted keyboard or write the word together.

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