

CORE WORD: **Your**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

ASK QUESTION (e.g. **your** name?)

COMPLEMENT (e.g. **your** shoes are cool)

DIRECT ACTION (e.g. **your** turn)

SHARE INFORMATION (e.g. **your** shoe is untied)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can use '**your**' during snack time to ask their friends about the food they have (e.g. '**your** snack good?')

Circle: Students and adults can use '**your**' during circle time to indicate whose turn it is (e.g. your turn)

Arrival: During arrival at school, both adults and students can use "**your**" to express excitement when the student has arrived (e.g. '**your** smile just made my day! Come on in')

PLAY

Toys and Games: Adults and students can use **your** to take turns with games and toys (e.g. '**your** turn'). Taking turns is hard when you are playing with **your** favorite toy!

Recess: During recess, students and adults can use '**your**' to practice taking turns on the playground. For example, if one student is playing with a basketball they can use '**your**' to let their friend know they are going to pass the ball to them (e.g. '**your** turn').

READING

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

[Words and Your Heart by Kate Jane Neil courtesy of Read Aloud for Kids](#)

[Eat Your Peas by Kes Gray Courtesy of Red Apple Reading](#)

[Wash Your Hands by Tony Ross courtesy of Lights Down Reading](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use 'your' to ask friends what their name is (e.g. '**your** name?'). Students and adults can also use 'your' while practicing taking turns. Students can also use 'your' to ask their friend what they want to do (e.g. 'what's **your** favorite game?')

SENSORY MOTOR

Students and adults can practice using the word '**your**' while handing objects to their friends. For example, students can say '**your** book' or '**your** toy' while giving their friends an object.

For example, students can practice rolling a car back and forth to their friends and say, '**your** turn', adults can support the turn taking process and communication exchange as needed.

VIDEOS, MUSIC, ANIMATED SHORTS

[Your Smile – courtesy of Josh Turner](#)

[Wait Your Turn | courtesy of CoComelon Nursery Rhymes & Kids Songs](#)

STRUCTURED ACTIVITIES

Adults can explicitly teach the meaning of the word '**your**' by explaining to students that '**your**' means something belongs to or is associated with the person that the speaker is talking to.

ART OR SCIENCE ACTIVITIES

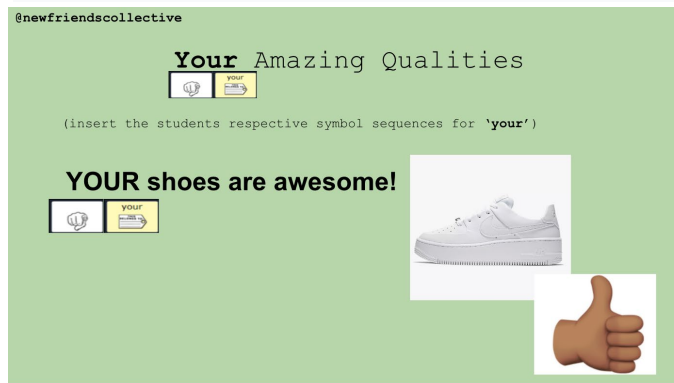
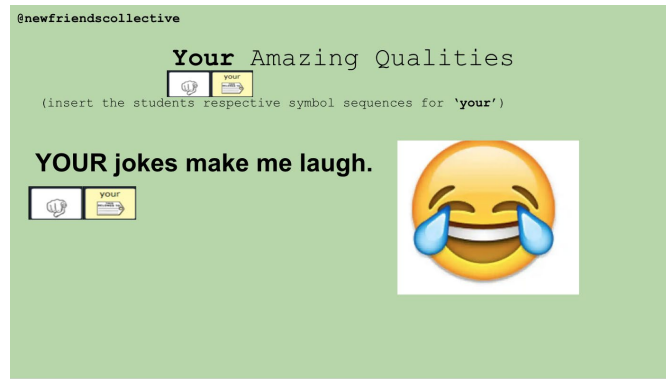
Your Smile Lights Up My World: Adults and students can practice complementing a friend or family member by creating an art project titled '**your** Smile Lights Up My World'. Students can give this to their friend as a gift if they feel inclined to do so.

Here is an example below:



USE OF APPS OR OTHER TECHNOLOGY

Your Amazing Qualities: Using Pictello or PowerPoint (or any other story generating app) students and adults can create a '**your**' affirmation book for a friend. This book can be a gift to a friend! Here is an example of some pages below:



WORD WALL: Create a WordWall and add **'your'** 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](https://www.instagram.com/newfriendscollective).

Thank you!

CORE WORD: **Get**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

ASK QUESTION (e.g. **get** me that?)

DIRECT ACTION (e.g. **get** me the teacher)

ASK FOR HELP (e.g. **get** me a band aid)

SHARE INFORMATION (e.g. I want to **get** a prize)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can use '**get**' during snack time to indicate that they need an adult to help them **get** them something (e.g. '**get** me water').

Circle: Students and adults can use '**get**' during circle time to indicate that they need an object (e.g. '**get** me puppet').

Arrival: During arrival, students can use '**get**' to indicate that they need to **get** their school supplies out of their cubby, or **get** some things from their backpack before they hang it up (e.g. '**get** my water bottle').

PLAY

Toys and Games: During imaginative play, adults and students can use '**get**' while playing dress up (e.g. '**get** the crown'). Additionally, students can use '**get**'

to indicate that they want to play with a toy that is out of reach or put away (e.g. 'get that').

Recess: During recess, students and adults can use 'get' to indicate that they need help if a friend is hurt (e.g. 'get help'). Students can also use 'get' to indicate that they need someone to get a ball off of the roof - this happens quite often!

READING

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

[What Pet Should I Get by Dr. Seuss](#) courtesy of Little Cozy Nook

[Living Books The Berenstain Bears Get in a Fight \(Read to Me\)](#) courtesy of Fun and Gamz Network

[Usborne Farmyard Tales | Pig Gets Lost | The Hungry Donkey | Children's book reading](#) courtesy of Bedtime Stories

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can set up a pretend restaurant so students can practice using 'get'. Adults can assign some students to be the waitresses and waiters and these students can ask their friends who are 'dining' if they can get them anything such as a cup of water or some goldfish (e.g. 'get you anything?'). Students can switch who is a waitress/waiter and adults can support the communication as needed.

SENSORY MOTOR

Students can become magicians and use 'get' to grab items out of a hat (or pillowcase) just like magicians do! Adults can put objects in a hat and students can use 'get' to indicate that they wish to get something from the hat (e.g. a block, bubbles, sunglasses, etc.)

VIDEOS, MUSIC, ANIMATED SHORTS

[Getting Along With Siblings: A Social Story](#) Courtesy of Mark Hutten M.A.

[Lil Elt - Get The Gat \(Official Radio Version\)](#) courtesy of Lil Elt

[Kidz Bop Kids: Get the Party Started](#) courtesy of Kidz Bop

[KIDZ BOP Kids - The Git Up \(Dance Along\) \[KIDZ BOP 40\]](#) courtesy of Kidz Bop

STRUCTURED ACTIVITIES

Get Scavenger Hunt: Adults can highlight the meaning of the core word '**get**' by hiding objects all around the classroom or school (e.g. easter eggs, racecars, dolls). Adults can prompt students to '**get**' a car, or an easter egg. Students can also tell each other to '**get**' an item of their choice. Here's an example of a checklist that can be used during this activity:

@newfriendscollective

GET That!

Scavenger Hunt

	Got it!	Didn't get it	
 Get that race car!		<input type="checkbox"/>	Adults can help students place an icon for 'get' on the items they got! Students can also color in the boxes.
 Get that baby doll	<input type="checkbox"/>	<input type="checkbox"/>	
 Get that easter egg		<input type="checkbox"/>	
 Get that basketball		<input type="checkbox"/>	

Hint: Take pictures of the students doing this and create a book! More details below in the 'Use of Other Apps or Technology' section.

ART OR SCIENCE ACTIVITIES

@newfriendscollective

When I GET Older

By: Alisa Lego
(Insert students name)

 I want to get a muscle car.		 I want to get a piano.	
 I want to get a pet bunny.		 I want to get a private jet and fly everywhere!	

When I Get Older Art Project: Students can create a 'dream board' about what they want to do when they get older. This can include future jobs, future cars, or future vacations they want to go on.

USE OF APPS OR OTHER TECHNOLOGY

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

WORD WALL: Create a WordWall and add ‘**get**’ 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](https://www.instagram.com/newfriendscollective). Thank you!

Core word: **Look**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

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WAYS WE CAN USE THE WORD

DESCRIBE (e.g. You **look** happy, looks hard, look good, etc.)

GAIN ATTENTION (e.g. **Look** at me!)

DIRECT ATTENTION (e.g. **Look** there, **look** here, **look** away, don't **look**, look for...)

COMMENT/PRAISE (e.g. **Look** at that nice work!)

ASK A QUESTION (e.g. Are you **looking**? Can you **look**? How do I **look**?)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can model "Let's **look** and see what snacks we can have today" or "I need to look for..." If working from a recipe, have students help to look for ingredients or items needed to complete each step (e.g. We need a cup of milk. Where should I look for milk, in the sink or in the fridge? I'll look...")

Circle: Students can **look** out the window to see the weather and report to the class.

Adults can ask a question of the day like: Are you wearing blue (green/purple/etc., short sleeves/jeans/etc.), clothing with an animal/letter/number on it? Adults can have students look at their clothing and report to the class.

Bathroom: Adults can prompt students to **look** in the mirror to see if they have food on their face, need to brush their hair, etc. Adults can also ask, “How do you look?” or comment “You look...”

PLAY

Toys and Games: Students can pretend to go grocery shopping. They can **look** at their list and find the items that match. Adults can help by asking, “What are you looking for?”

Students can play a matching/memory game where the goal is to look for two of the same card or items. Adults can model/prompt, “Look for same” and can comment or ask, “look same” or “look different.”

Dress-up: Students can dress up in different clothes, then ask, “How do I look?” or direct others to “Look at me!” Adults can comment, “You look...”

Recess

Before going out to recess, students can look to see what the weather is like and if they need coats, hats, etc.

Students can look up in the sky at the clouds and look for animals or shapes, look up at birds,

Students and adults can play hide and seek, taking turns looking for each other. Model “I’m going to look on the slide,” “Let me look under the bench to see if I can find anyone!”

READING

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

[Where Are You by Sarah Williamson, courtesy of The Story Time Family](#)

<https://www.youtube.com/watch?v=34UihBwASD8>

[The Looking Book by P.K. Hallinan, courtesy of Going Bananas with Ms. Hanna](#)
<https://www.youtube.com/watch?v=Pqvx-HD5Cm0>

I Spy books or Where's Waldo books or pages would be a great way to practice how to look for something.

Download these free Look sight word readers--featuring animals, transportation, and emotions--to practice reading and using the word look. With the predictable format of each page, students can use their AAC devices to help read the story aloud. Courtesy of Angela from her Teaching Mama blog <https://teachingmama.org/sight-word-readers-word-look/>

SOCIAL INTERACTIONS AND VIDEO MODELING

If students use home/school communication logs, take home folders, Seesaw, or any other method of communicating about the day, adults can model "Let's **look** at what you did in school/at home."

Adults can prompt and reinforce expected behavior by saying, "I am looking for ready hands, calm bodies, raised hands, eyes on me, etc." They can also reinforce attending to instruction, by saying, "I see you looking at me/the paper/the iPad/your work. Nice job!"

For students with attention-seeking behavior, adults can teach "Look at me" as an appropriate way to get attention. When students say, "Look at me," be sure to reinforce the appropriate behavior by looking at them!

SENSORY MOTOR

Adults can tell students, "**Look** what I do.... Now you do it" Complete some sort of motion or exercise, then have the students imitate. Adults can let the student come up with an exercise, with everyone looking at the student to see what to do. Model, "I am looking at you to see what we'll do next." Students can use their own communication method to say, "Look" or "Look me" or "look what I do."

VIDEOS, MUSIC, ANIMATED SHORTS

KIDZ BOP Kids - Look What You Made Me Do (Dance Along), courtesy of KIDZ BOP UK <https://www.youtube.com/watch?v=ySCXZgML7cU>

Look for the Good by Jason Mraz, courtesy of Jason Mraz <https://www.youtube.com/watch?v=2trTOe8YuX0>

[Look Song](https://www.youtube.com/watch?v=vYFPbXb_G3U&feature=emb_logo), courtesy of Have Fun Teaching https://www.youtube.com/watch?v=vYFPbXb_G3U&feature=emb_logo

Look Core Vocabulary Song, courtesy of Speech and Language Songs
https://www.youtube.com/watch?v=0NbuKBF_1mk&feature=emb_logo

Can you find Waldo, courtesy of Peacock, Jr.
<https://www.youtube.com/watch?v=6C2JxxqKrXQ>

STRUCTURED ACTIVITIES

Adults can explicitly teach what it means to look. Adults can close their eyes and have students tell them, "**look!**" Adults can open their eyes and look at the student. Repeat the activity but turn attention away, and when students tell the adult to look, the adult can emphatically turn and look. Adults and students can take turns with each role.

Play a game where you say, "Look at _____," and have students look at different students or adults

Go on a scavenger hunt for fall themed items (leaves, pinecones, acorns). Frequently model what to look for. Use this TpT freebie courtesy of Julie Barelllo:
<https://www.teacherspayteachers.com/Product/Fall-Scavenger-Hunt-215747>

If walking outside, practice looking both ways before crossing the street.

Students can look through kaleidoscopes.

MATH

Students can complete number identification worksheets and **look** for specific numbers. Use Bingo dabbers or have students color in the number they're looking for. Courtesy of Mrs. Teachergarten on Teachers Pay Teachers
<https://www.teacherspayteachers.com/Product/Monsters-I-Spy-Numbers-0-10-FREE-2164413>

ART OR SCIENCE ACTIVITIES

Students can create their own I Spy page using odds and ends from the classroom or home (feathers, beads, buttons, fabric pieces). Take turns telling others to **look** for certain items.

<https://meaningfulmama.com/diy-i-spy-art-for-kids.html>, courtesy of Jodi from Meaningful Mama.

Use magnifying glasses, binoculars, or microscopes to look at various objects.



USE OF APPS OR OTHER TECHNOLOGY

Monster Hunt - Fun logic game to improve your memory-free app to play memory games. Students can **look** for matches.

Hidden Pictures Puzzle Play: Students can look for objects hidden within the pictures.

Boom Cards:

Core word look/see by Abby Near <https://wow.boomlearning.com/deck/core-word-looksee-w5xvmpfPjoTJn6MDG>

Coreword Look by Speechie_Tin <https://wow.boomlearning.com/deck/coreword-look-2wnTtMiJu7MdSrpr5>

Look! I see a by MayraP_TXSLP <https://wow.boomlearning.com/deck/look-i-see-a-ufcT4ZHqk6JyoSF5o>

WORD WALL: Create a WordWall and add 'look' 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](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Beth Kenney @ bkenney@hershey.k12.pa.us. Beth is a special education teacher in an elementary classroom serving students with autism and other complex communication needs. A focal point of instruction is functional language and communication to allow students to be as independent as possible. Her classroom team uses core vocabulary all day, every day to teach and support their students.

Thank you!

CORE WORD: **Stand**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

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WAYS WE CAN USE THE WORD

GIVE DIRECTIONS (e.g. **stand** there, **stand** up, **stand** on)

EXPRESS OPINION (e.g. where I **stand**, **stand** together)

COMPLAIN (e.g. tired **standing**, can't **stand** [*thing they don't like*])

COMPLIMENT (e.g. her shoes **stand** out, your dance **stand** out)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can take a lunch-time poll on where students **stand** on a topic with two choices (e.g. video games vs. movies)

Adults can give each student a picture of themselves, and a polling sheet (see *example below*). Students can direct a classmate's attention to the polling sheet and ask, "Where you **stand**?". The classmate can put their picture on the side they stand with.

Lunchtime Polling Sheet by Meagan Rose Baron

https://docs.google.com/document/d/1Sg2yDUQO9a0NEOttzFMg7Q_JrLnMa2P-TSQ70nJuCHqE/edit?usp=sharing

Circle:

Students can stand on a special spot for circle time. Adults can change the special spots to go with a theme (e.g. all shapes, all animals, all toys, all nature).

Adults can preview useful themed word for students. Adults can facilitate students finding their assigned spot in the circle, and model that vocabulary word on the student's device. Adults can also model the word for their neighbor's special spot.

Students can tell where they are standing and where their neighbor is standing, (e.g. I **stand** on sun, Sam **stand** on tree).

PLAY

Toys and Games:

Students can play a freeze dance game: one student is the judge, and the other students move around. When the judge says, "**stand** still!", all their classmates stop until the student says "go!". If the judge catches a student moving, they call their friend's name and that person is out. The last person standing still wins.

Adults can model **standing** still (e.g. very upright, stiff, still) and make it look very different from moving around in fun ways (e.g. moving their feet, bending over, laying their head down).

Recess

Students can find the adult who "**stands** out" at recess and tell "Ms. Rose **stands** out" to win a prize.

Adults can dramatically "stand out" by wearing a silly costume, doing a funny activity, or making silly noises on the playground. Adults can direct students away from adults who are doing nothing and direct attention towards the dramatic person.

READING

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

Books on **Standing** out or **standing** for something:

[I Like Me! by Nancy Carlson from YouTube: Lights Down Reading](#)

<https://www.youtube.com/watch?v=VbhUZPA6kwE>

[Get up Stand Up by Cedella Marley from YouTube: Tuff Gong Television](#)

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

Books on not getting up on your feet:

I am Not Getting Up Today by Dr. Seuss from YouTube: Miss Sofie's Story Time- Kids Books Read Aloud. Students can call out “**stand** up!” when the child in the book won't get up.

<https://www.youtube.com/watch?v=X-TII9-RewU>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can notice things about their friends, and give compliments, e.g. “shirt **stands** out.”

Adults can set a fun theme for this activity by asking students to wear their favorite outfit that day. Adults can model with each other: first getting a friend's attention and then complimenting something about them that “**stands** out”.

To support the participation of students with visual impairments, adults can describe their friends' outfits to them so they can make compliments about the outfits.

SENSORY MOTOR

Students can stand and put their feet in/on different surfaces (e.g. balance boards, sand, grass, concrete, carpet) at sensory stations. Adults can introduce the activity a “I **stand** on my feet” and facilitate student exploration with their feet.

Adults can review useful words from WordWall for these activities and have symbols next to each sensory station.

Students can tell how it feels to stand on each surface. Adults can provide sentence starters for each sensory station (e.g. “**Stand** on grass feels...”, “**Stand** on balance board feels...”)

STRUCTURED ACTIVITIES

Students can fill out an activity sheet with words and visuals to define **stand**, describe **stand**, give examples of **stand**, and give non-examples of **stand** (see a sample activity sheet below).

Adults can use student-friendly expectations when explaining the activity (e.g. “I can read **stand**”, “I can tell like stand”, “I can put yes **stand**”, “I can put no **stand**”). Adults can facilitate students finding **stand** on their devices and make useful words and visuals available to complete the activity.

Complete Example for **Stand** by Meagan Rose Baron

https://drive.google.com/file/d/1nS78sVdkXQg20_t4XIG3PB0A9dofxhGe/view?usp=sharing

(free) Blank Frayer Model - Vocabulary Graphic Organizer ELA by The Resourceful Teacher from Teacher Pay Teachers

<https://www.teacherspayteachers.com/Product/Frayer-Model-Vocabulary-Graphic-Organizer-ELA-1411286?st=502226776f789e665b4275c46840a46c>

ART OR SCIENCE ACTIVITIES

Students can build towers out of different objects and see which tower stands the tallest or longest. Students can comment, e.g. “please **stand**” or “help **stand**” as they add more items to their tower, or “oh no!” when towers fall over.

Adults can facilitate adding more things to the top of the tower and model comments that use “stand” or talk about tower standing/not standing.

USE OF APPS OR OTHER TECHNOLOGY

iDo Chores – Daily activities and routine tasks for kids with special needs (Full version) by C.E.T – THE CENTER FOR EDUCATIONAL TECHNOLOGY,
<https://appsto.re/us/kn5l3.i>

Apps for Standing and Waiting:

Autism Play by Joe Scrivens, <https://appsto.re/us/5woQG.i>

Time In Kid by Moving Graphics, <https://itunes.apple.com/us/app/time-in-kid/id1283205523?mt=8>

VIDEOS, MUSIC, ANIMATED SHORTS

Short Films about **Standing** out:

"Alike" by Daniel Martínez Lara & Rafa Cano Méndez from YouTube: CGMeetup

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

Purl by directed by Kristen Lester and produced by Gillian Libbert-Duncan from YouTube: Pixar

<https://www.youtube.com/watch?v=B6uulHpFkuo>

Songs about **Standing** and Moving:

Sit Down Stand Up by Margie La Belle from YouTube: Margie La Belle - Topic

<https://www.youtube.com/watch?v=kGPVWUez62E>

"Move, then, Stay Still" by Mar. Herman. This is a link to lyrics of this Core-Word Friendly 'Free-Dance' with a sample of the song

<https://www.songsforteaching.com/actionparticipation/youngchildren/movethenstaystill.php>

WORD WALL: Create a WordWall and add '**stand**' 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 Meagan Rose Baron @ mbaron@mail.sfsu.edu. I am a masters student studying to become a speech language therapist. I love learning through exploring. I am personally working to promote student confidence by

sharing their work and learning with each other. I hope to put this idea into activities I create.
Thank you!