

CORE WORD: **Leave**

For Educators, Related Service Providers and Parents

ENSURING THE AAC SYSTEM IS AVAILABLE AT ALL TIMES

According to the United Nations, communication is a human right and for those who work with individuals who use Augmentative Alternative Communication (AAC), we realize the urgency in making sure their system(s) are available at all times. We also realize that accessibility across settings cannot occur without the provision of training, coordination and planning and so such implementation supports remain the cornerstone of what we do. We also know that the depth and breadth of such support and habituation of use is only within reach with targeted planning and teamwork. As a team we determine potential opportunities in daily life, the community, at home, school and work.

We all long for the dream-team, where everyone, and I mean everyone, takes the ball, (with the ball, being the AAC system) and runs with it all day long, but realistically and truthfully, the reality is that it takes time and work. Is it possible? Without question it is.

WAYS WE CAN USE THE WORD

SHARE NEEDS: (e.g. **leave** me alone! I/you **leave** now!)

DIRECT: (e.g. **leave** it there; **leave** that here; **leave** some for me; **leave** it (i.e. the hat, the lights) on

ASK QUESTIONS: (e.g. will we **leave**?; can I **leave**?)

MAKE CHOICES (e.g. let's **leave**)

NOUN/THING: (e.g. fall **leaves**; rake the **leaves**)

ROUTINES AND SCHEDULES

Snack/mealtimes: During snack time, adults can share their portion and say, "I'll **leave** some for you" and or ask, "can you **leave** some for me?". Additionally,

have the students learn to share their portion and they can say “I’ll **leave** some for you”.

Circle: Students can ask for a break from circle time by sharing their needs (e.g. **leave** now) or ask for a break, to use the restroom, or to get up and line up to go outside (e.g. can I **leave**?).

PLAY

Toys and Games: Students can play a game of pretending to “drive” from one area of the room to another part of the room or outside to demonstrate **leaving**. Adults can facilitate by showing an example, “I am at the circle time center, let’s **leave** for the calming center. Now, let’s **leave** again to the sensory center! Now, I’m going to **leave** the room, bye!”

After playing with toys and it is time for cleaning up, adults can instruct students to **leave** their toys where they found them.

Recess

As students are walking out of the classroom to play outside, adults can sing a “leaving song” as they walk by the adult. “Bye friends see you later, you are **leaving** the classroom for recess. Bye friends, see you later!” If students are feeling warm after running around on the playground, you can tell students to **leave** their sweaters and jackets in the classroom.

READING

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

Leave as a verb and for sharing needs.

[Leave Me Alone: A Tale of What Happens When You Face Up to a Bully - By Kes Gray | Books Read Aloud](https://www.youtube.com/watch?v=GCSYgGXt9mw)

<https://www.youtube.com/watch?v=GCSYgGXt9mw>

Here is a book that teaches **leave** as a noun instead of a verb, as in the fall leaves from a tree.

[FALL LEAVES FALL | CHILDREN'S BOOK READ ALOUD | FALL BOOKS](#)

<https://www.youtube.com/watch?v=vqR3zcmgv5c>

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can facilitate an activity where students will deliver an item, they picked up from a classroom center/table, such as toys or a box with items inside, to another classroom center/table. Adults will say “**leave** that here” and students will drop off the item they picked up from the previous center. As they are about to move to the next center, the adult at the center can say “you **leave** now.” For mobility considerations, adults and students can switch roles or be placed where appropriate - adults will go around the room to each center, where a student is placed, and the students must tell the adult to deliver the item by saying “**leave** that here.” The student can also say “you **leave** now” as the adult leaves the center.

SENSORY MOTOR

On the playground through the slide, or in the classroom with a tunnel, adults can tell the student when they make it to the other side of the slide or tunnel, they are **leaving**. Play a game of having them come back and then **leave** again through the slide or tunnel.

VIDEOS, MUSIC, ANIMATED SHORTS

[Leaving Home | A Tragicomedy | Animated Short by Joost Liewwma. Produced by il Luster](#)

https://www.youtube.com/watch?v=nTB61iR6cVQ&list=PLz3DxvfzuZ-_h3UvXvIAZvC7d62mJF2ky&index=91

A wordless, 6 minute 36 second animated short about a son **leaving** his parent's home but the world keeps bringing him back to the house.

STRUCTURED ACTIVITIES

Adults can use a pocket chart square or visual schedule to talk about routines where we **leave** a place to go to another place, or when we might **leave** something behind or **leave** a portion of food for someone.

ART OR SCIENCE ACTIVITIES

In a visual art activity, adults can provide students a piece of colored construction paper to trace their hand and cut it out. The hand can represent someone waving bye or "stop" - to leave me alone. Adults can tell students that "when you are **leaving** a place to go somewhere else, we say bye!" Adults and students can then brainstorm on other types of goodbyes they could say (e.g. "see you later"; "I'm **leaving** now"). In addition, to teach the concept of self-advocacy when someone is bothering them, add "stop, **leave** me alone" to their visual art activity.

USE OF APPS OR OTHER TECHNOLOGY

Leave Your Hat On - Change Your Look In Seconds,
<https://apps.apple.com/us/app/leave-your-hat-on-change-your-look-in-seconds/id939410929>

Saying Goodbye by Special Learning, Inc., <https://appsto.re/us/1dmZLi>

WORD WALL: Create a WordWall and add '**leave**' 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 Samantha (Sam) Lin @slin18@mail.sfsu.edu. Sam is a second-year speech-language pathology graduate student at San Francisco State University and has a passion for learning about AAC and Autism. Follow her on Instagram @samnslp for the occasional SLP-related stories!

Thank you!

CORE WORD: **Wrap**

For Educators, Related Service Providers and Parents

ENSURING THE AAC SYSTEM IS AVAILABLE AT ALL TIMES

According to the United Nations, communication is a human right and for those who work with individuals who use Augmentative Alternative Communication (AAC), we realize the urgency in making sure their system(s) are available at all times. We also realize that accessibility across settings cannot occur without the provision of training, coordination and planning and so such implementation supports remain the cornerstone of what we do. We also know that the depth and breadth of such support and habituation of use is only within reach with targeted planning and teamwork. As a team we determine potential opportunities in daily life, the community, at home, school and work.

We all long for the dream-team, where everyone, and I mean everyone, takes the ball, (with the ball, being the AAC system) and runs with it all day long, but realistically and truthfully, the reality is that it takes time and work. Is it possible? Without question it is.

WAYS WE CAN USE THE WORD

DIRECT (e.g., Let's **wrap** this up!)

SHARE AN IDEA (e.g., Can we **wrap** her gift?)

REQUEST (e.g., I want the Chicken Cesar **wrap** please?)

SHARE PHYSICAL NEEDS (e.g., Please **wrap** me in a hug.)

ROUTINES AND SCHEDULES

Snack/mealtimes: During lunchtime, adults can comment on what students are eating by modeling on their devices/any other communication boards they might be using. (e.g., Verbally: "Miss Abbie is eating a **wrap**! Yum!" on device: Miss Abbie eats wrap yum!)

PLAY

Toys and Games: Students and adults can play the Saran **wrap** game. Adults pick small prizes, wrap them in several layers of Saran wrap and have students take turns unwrapping the ball. Adults can assist students with unwrapping as needed.



<https://lilluna.com/saran-wrap-ball-game/>

READING

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

[The Bubble Wrap Queen by Julia Cook- Read by Courtney Schlesinger](#)

<https://www.youtube.com/watch?v=xhn9ElOpRNs>

[A Charlie Brown Christmas Book by Charles M. Schulz- Read by Happy Cultivated](#)

<https://www.youtube.com/watch?v=xhn9ElOpRNs>

[Hanukkah Bear by Eric A. Kimmel- Read by Rebekah Wall](#)

<https://www.youtube.com/watch?v=mwu6iZsqllA>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can give a survey to other students and adults in the classroom about **wrapping** gifts.

Gift Wrap Survey!	
Do you like to wrap gifts?	<input type="radio"/> yes <input type="radio"/> no
Do you help wrapping gifts?	<input type="radio"/> yes <input type="radio"/> no
What color gift wrap do you like?	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 

SENSORY MOTOR

Adults can put together a gift **wrap** sensory bin for students to play with. Adults and students can comment on how the gift wrap feels.

<https://www.pre-kpages.com/christmas-gift-wrap-sensory-bin/>



VIDEOS, MUSIC, ANIMATED SHORTS

Bubble **Wrap** rap-Koo Koo Kanga Roo

<https://www.youtube.com/watch?v=Eqoxc9pBGD4>

The Police-**Wrapped** around your finger (for older students)

<https://www.youtube.com/watch?v=svWINSRhQU0>

STRUCTURED ACTIVITIES

Adults can write letters on bubble **wrap** to create a letter recognition activity.

Students can identify the letter using any mode of communication and pop the bubble wrap after they identify the letter.

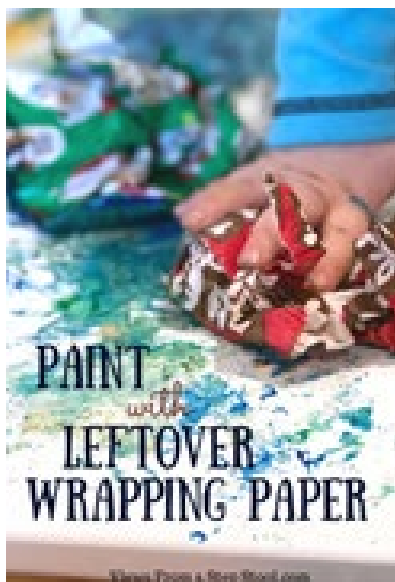
<https://www.notimeforflashcards.com/2018/02/bubble-wrap-letter-recognition-activity.html>



ART OR SCIENCE ACTIVITIES

Student can paint using recycled gift **wrap**. Adults can crumple gift wrap into different sized balls and have students use that as an alternative paint brush.

<https://viewsfromastepstool.com/paint-using-leftover-wrapping-paper/>



WORD WALL: Create a WordWall and add **'wrap** 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 Abbie Duarte @ aduarte3@mail.sfsu.edu.
Thank you!

Abbie Duarte is a second-year speech-language pathology graduate student at San Francisco State University. She is specializing in augmentative and alternative communication through San Francisco State University's federally funded Project Building Bridges. Through Project Building Bridges, Abbie has joined the Nika Project and is providing resources for individuals with complex communication needs both locally and across the globe.

CORE WORD: **Drive**

For Educators, Related Service Providers and Parents

ENSURING THE AAC SYSTEM IS AVAILABLE AT ALL TIMES

According to the United Nations, communication is a human right and for those who work with individuals who use Augmentative Alternative Communication (AAC), we realize the urgency in making sure their system(s) are available at all times. We also realize that accessibility across settings cannot occur without the provision of training, coordination and planning and so such implementation supports remain the cornerstone of what we do. We also know that the depth and breadth of such support and habituation of use is only within reach with targeted planning and teamwork. As a team we determine potential opportunities in daily life, the community, at home, school and work.

We all long for the dream-team, where everyone, and I mean everyone, takes the ball, (with the ball, being the AAC system) and runs with it all day long, but realistically and truthfully, the reality is that it takes time and work. Is it possible? Without question it is.

WAYS WE CAN USE THE WORD

REQUEST (e.g. "Can we go for a **drive**?")

PROVIDE INFORMATION (e.g. "Yesterday I said 'hi' to the man who **drives** the school bus")

EXPRESS FRUSTRATION (e.g. "You are **driving** me crazy!")

DESCRIBE (e.g. "A car is something that I can **drive**")

ROUTINES AND SCHEDULES

Visual Schedule: Adults can incorporate the word '**drive**' into a visual schedule for regulating the student, giving them a sense of predictability in their day, and excitement for the upcoming car ride! Example visual schedule is provided below.

Today's Schedule

First



Next



Last



PLAY

Toy Vehicles: Students can play with toy cars, boats, tractors, etc. Adults can model language by using the word '**drive**' across multiple contexts during play. Adults can model the word being used in various grammatical forms (e.g. past tense 'drove'). Some examples of language modeling during play:

- Look at all these toys! These are all things that we can **drive**.
- Let's pretend the farmer **drives** the tractor back to the barn.
- That guy **drove** the red car so fast down the hill!
- Whoever is **driving** that boat better watch out for the rock!

Recess

Pretend Driving: On the playground, students can pretend to **drive** while on the school a school tricycle, student's wheelchair or just standing on your feet and pretend there is a steering wheel in front of you. Students can pretend they are running errands while they are driving, racing, or going on a vacation road trip. Come up with lots of possibilities for where you can drive to in your 'car'!

READING

Sheep in a Jeep | by Nancy Shaw | [YouTube read aloud by Little Readers](#)

A simple and cute story about a couple of sheep who are **driving** in a car and run into some trouble on their journey.

<https://www.youtube.com/watch?v=0jD2Jl84U3g>

Driving My Tractor | by Jan Dobbins | [YouTube read aloud by Barefoot Books](#)

A farmer **drives** his tractor and brings along his animal friends. Farmer drives his tractor all year round. YouTube read aloud is a sing along version.

https://www.youtube.com/watch?v=Lj_odhwo81s

Driving Buddies | by Apple Jordan | [YouTube read aloud by WizKid Campus](#)

A story adapted from the movie Cars about Mater and Lightning McQueen's true friendship. Read along and see all the cool places they **drive** together.

<https://www.youtube.com/watch?v=Yvp9QV9e6Z0>

SENSORY MOTOR

Car Themed Sensory Bin: Adults can fill a large plastic bin with uncooked pinto beans or rice to encourage sensory play. The adult can also add toy cars, yellow straws or uncooked pasta for road lines, and colorful pom poms to represent traffic lights. Students and adults can make a road from the pasta and pretend to **drive** the cars through the bin.



Credit: BuggyandBuddy.com

See full blog post at: <https://buggyandbuddy.com/car-themed-sensory-bin-toddlers-preschoolers/>

VIDEOS, MUSIC, ANIMATED SHORTS

Animated Shorts:

Mater the Greater | Cars – Toons | [Cars Animated Short Film](#)

Mater the car dreams that he is a daredevil and **drives** through all sorts of dangerous stunts. <https://www.youtube.com/watch?v=ojCfEbTF808>

Mater P.I. | Cars – Toons | [Cars Animated Short Film](#)

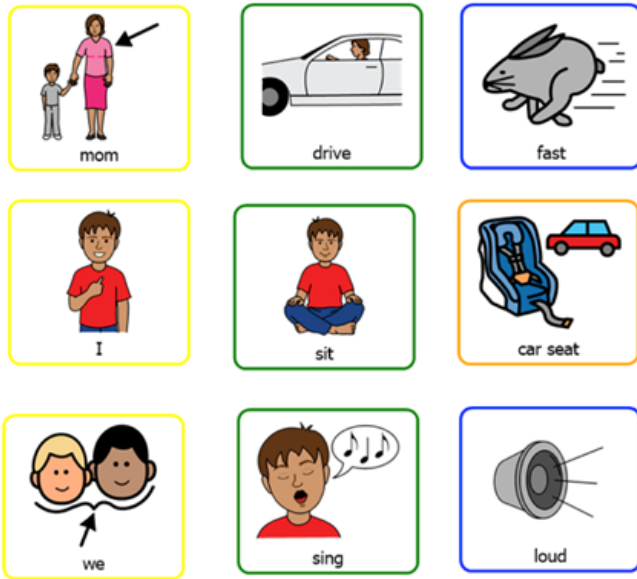
Mater dreams he is a private investigator and tries to find other cars **driving** around town using counterfeit tires.

Mike's New Car | Monsters Inc. | [Pixar Animated Short Film](#)

Mike shows Sully his cool new car. Before they get to **drive** it around town, something happens to the controls.

STRUCTURED ACTIVITIES

'Things we do in the car' Visual: Student's language development can be supported while an adult is **driving** by modeling all of the action words that happen while riding in the car. Adults can verbally model the words by narrating what is happening and the visual support provided below can serve as a visual for the student.



ART OR SCIENCE ACTIVITIES

DIY Car Craft: Adults can help students by making this easy and fun paper car. Afterwards, students can pretend to **drive** their artwork around.



Resource from: GluedToMyCraftsBlog.com

See full blog post at: <https://www.gluedtomycraftsblog.com/2015/05/paper-plate-cars-kid-craft.html>

USE OF APPS OR OTHER TECHNOLOGY

Hot Wheels: Race Off - Free racing app for kids. Pick which car you want to **drive** and race to see who wins.

Truck Games for Kids and Toddlers – Free game that incorporates various activities involving monster trucks. Students can **drive** various kinds of vehicles.

Mario Kart Tour – A classic, fun and simple racing game. Pick your character and which car they will **drive**.

WORD WALL: Create a WordWall and add '**drive**' 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 Amy Burt @ amyaburt@gmail.com.

Thank you!

CORE WORD: **Fly**

For Educators, Related Service Providers and Parents

ENSURING THE AAC SYSTEM IS AVAILABLE AT ALL TIMES

According to the United Nations, communication is a human right and for those who work with individuals who use Augmentative Alternative Communication (AAC), we realize the urgency in making sure their system(s) are available at all times. We also realize that accessibility across settings cannot occur without the provision of training, coordination and planning and so such implementation supports remain the cornerstone of what we do. We also know that the depth and breadth of such support and habituation of use is only within reach with targeted planning and teamwork. As a team we determine potential opportunities in daily life, the community, at home, school and work.

We all long for the dream-team, where everyone, and I mean everyone, takes the ball, (with the ball, being the AAC system) and runs with it all day long, but realistically and truthfully, the reality is that it takes time and work. Is it possible? Without question it is.

WAYS WE CAN USE THE WORD

TELL A STORY (e.g. I **fly** to see my grandma, they **fly** to the moon, go so fast we **fly** past my house)

SHARE INFORMATION (e.g. birds **fly** high, planes **fly** fast, a **fly** is very small, easier to **fly**)

EXPRESS A FEELING (e.g. feel like I'm **flying**, **flying** high, **fly** like a bird)

DESCRIBE (e.g. cars **fly** by; I **fly** through it, be a **fly** on the wall, that's **fly** (cool!))

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can watch a video about a food fight. Adults can facilitate a food fight in a good place and with throwable foods (e.g. marshmallows, pudding, m&ms, mashed potatoes) and creative adaptations for all students to make food fly (e.g. DIY catapults)

Students can tell which foods they want to throw (e.g. mashed potatoes **fly!**) and adults can model this phrase and point to the student's device with different foods.

[Max Keebler's Big Move – Food Fight from YouTube courtesy of Perspicacity151](#)

<https://www.youtube.com/watch?v=8zXQoFFMCu8>

DIY Catapults Kids Can Make from YouTube courtesy of Megan Sheakoski

<https://www.youtube.com/watch?v=bjiw7qYvuAs>

Circle:

Adults can wear a puppet that flies around the circle and lands on each student. When the puppet lands on them, students can tell it where to fly next (e.g. **fly** to my head, **fly** to Tina's hand), or how to fly (e.g. "**fly** fast, **fly** loud, **fly** big").

Adults can model and point to each students' device before flying off (e.g. "fly to...").

PLAY

Toys and Games:

Students can pretend to fly on an airplane. Adults can facilitate by making name tags for the role of each student (e.g. pilot, passenger, flight attendant, ticket checker, bag taker). Adults can provide props (e.g. a fan to make wind, tickets, and bags to pack).

Students can write one-line scripts for each role. Adults can support student's script writing by previewing what each job does and providing visuals of plane/flight related words (e.g. ready, **fly**, take, tickets, sit, please, put, bag, plane).

Recess

Students can pretend to fly around at recess. Adults can facilitate by providing streamers and fans for students to play with.

Students can wave materials, attach streamers to their wheelchairs or bodies, and move around the yard. Adults can model using Core words to talk about flying (e.g. "I **fly**. I move fast; I feel the air").

After recess students can tell how they flew at recess (e.g. “I **fly** fast”).

READING

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

[Cows Can't Fly from YouTube courtesy of Bedtime-Stories.org](#)

<https://www.youtube.com/watch?v=rrl8-Xb4LvI>

[Animals in Flight by Steve Jenkins and Robin Page from YouTube courtesy of Mrs. Bertrand's 2nd Grade Class](#)

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

[The Peacock Who Wished to Fly by Deogratieas Simba, translated by Alisha Berger from YouTube courtesy of The4Pillars Storytime](#)

https://www.youtube.com/watch?v=4txdjX_5kA

[Fly Guy #3: Shoo, Fly Guy! by Tedd Arnold from YouTube courtesy of KidStoryTime](#)

<https://www.youtube.com/watch?v=iDJRJCaRlQ8>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can try to be sneaky and be “a **fly** on the wall” and watch what other students are doing during free time. Adults can facilitate students secretly drawing notes that say “play” or “**fly** on the wall”.

The “fly on the wall” student can try to be sneaky so others don't notice them watching. When students return from free play, students can guess who they think was the fly on the wall, then the actual “**fly** on the wall” student can tell what they saw students playing.

SENSORY MOTOR

Students can play on a swing to feel the sensation of flying on their hair, ears and tummy.

Adults can model “I feel like I’m flying” and comments about how flying feels (e.g. “my hair moves,” “my tummy jumps,” and “my ears turn”)

Students can tell where they feel the sensation of flying (e.g. my hair **fly**, my tummy **fly**, my ears **fly**).

VIDEOS, MUSIC, ANIMATED SHORTS

Music:

[Breakaway by Kelly Clarkson, music video from YouTube courtesy of Kelly Clarkson](#)

https://www.youtube.com/watch?v=c-3vPxKdj6o&list=PLPkCWYEbj_qa81EUjY64jDlrk05wcY6K&index=10&t=0s

[Fly Away by Tones and I, music video from YouTube courtesy of Tones and I](#)

<https://www.youtube.com/watch?v=R0vu5QfsD5E>

[I’m like a Bird by Nelly Furtado from YouTube courtesy of Nelly Furtado](#)

https://www.youtube.com/watch?v=roPQ_M3yJTA&list=LL6vFRXkdG6V49qo2qo1VgzA

[Born to Fly by Sara Evans](#)

<https://www.youtube.com/watch?v=8xvhutWc67k>

[Fly on the Wall](#)

<https://www.youtube.com/watch?v=3RSIhNJFohl>

Videos:

[Meet the Animals 18: Flying Foxes: Animated Stories for Kids from YouTube by Little Fox: Fairy Tales & Classis Stories for Kids](#)

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

STRUCTURED ACTIVITIES

Students can read a book about different animals that fly. Adults can set the purpose of reading as “Read to see what animals **fly**”.

While reading students can call out “**fly!**” when they see an animal who flies. After reading, adults can facilitate students answering questions about what kinds of animals fly (e.g. birds, insects, bats)

ART OR SCIENCE ACTIVITIES

Students can make a flip book with pictures. Adults can set the purpose of the activity: “You can make the pictures move. You make the pages **fly**. Turn the pages really fast!”

Adults can facilitate the activity by printing out a series of pictures that show an action being completed.

Students can flip the book fast and/or direct adults' actions by telling them to “make the pages **fly**”

Adaption for Students with Visual Impairment:

Students can make an audio flip book by recording a series of sounds.

Adults can facilitate recording the sounds, set the purpose of the activity: “You can put the sounds together. You make the sounds **fly**. Play the sounds really fast.”

Students can scroll through the recording fast and/or direct adults' actions by telling them to “make the sounds **fly**”

How to Make a Flipbook from YouTube courtesy of Startoon

https://www.youtube.com/watch?v=zEhVGe_1CGo

USE OF APPS OR OTHER TECHNOLOGY

Fruit Ninja by Halfbrick Studios. Students and adults can share what kinds of fruits fly and get chopped! (e.g. “strawberry **fly!**”).

https://play.google.com/store/apps/details?id=com.halfbrick.fruitninjafree&hl=en_US&gl=US

Funny Fly! by WRGames publishing. Students can comment where the character need to fly in this puzzle game (e.g. “**fly** down!”)

https://play.google.com/store/apps/details?id=com.wrg.funnyfly&hl=en_US&gl=US

(\$0.99) *Click the Birdie*. Students can take pictures and make a scrapbook of birds in all their different habitats, and talk about where they fly (e.g. **fly** in trees, **fly** to Texas, **fly** over water)

https://play.google.com/store/apps/details?id=com.wrg.funnyfly&hl=en_US&gl=US

WORD WALL: Create a WordWall and add ‘**fly**’ 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 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 on supporting student's pride through sharing their work and their learning with each other. I hope to put this idea into activities I create.

Thank you!