

TELL ME
AAC in the Preschool Classroom

**Core Vocabulary in Preschool:
A Classroom-based Approach**

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November 8, 2021 --- Talking AAC

**Teaching Early Language & Literacy Through
Multimodal Expression**

General Procedures

Flash drive

Application to Specific Books

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**TELL ME Book Packet II
Go Away, Big Green Monster!**
by Ed Emberley

Book List: **Go Away, Big Green Monster!**
Author: Ed Emberley
Illustrator: Ed Emberley
Publisher: HarperCollins
Year: 1977

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Published by L&L, Brown and Company

Classroom-based Approach

Shared reading


Shared writing

Classroom centers & routines

Home extension activities



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Core vocabulary instruction is not the top priority for all young AAC users.

**Early Emergent Communicators:
Priorities to Consider**

We want these children to:

- Become increasingly purposeful
- Use signals that are:
 - Less ambiguous
 - Hard to ignore
- Attempt to communicate more often
- Seek out interaction






**Later Emergent Communicators:
Priorities to Consider**

We want these children to:

- Enjoy interaction
- Communicate frequently for a range of purposes
- Use conventional signals that most people understand
- Use symbols to communicate, such as signs, pictures, & object symbols
- Expand the number of words/symbols that they use & understand

AAC Options for Later Emergent Communicators

- Key word signing
- PECS & PECS-like apps
- Communication displays & AAC devices with object symbols
- Manual communication boards/books with picture symbols (E.g., PODD books)
- AAC devices with picture symbols
 - Talking Switches
 - Visual Scene Displays
 - Grid Displays
- {Starter system that evolves over time}

Context-dependent Communicators: Priorities to Consider

We want these children to:

- Communicate frequently for a range of purposes
- Initiate interaction
- Expand the number of words/symbols that they use & understand
- Expand the length and complexity of utterances
- Build morphological skills (e.g., make nouns plural, change verb tense)
- Participate in all classroom activities & routines
- Interact effectively across partners, places, and topics

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AAC Options for Context-dependent Communicators

- Key word signing
- Manual communication boards/books with picture symbols
 - E.g., Core boards, Flip books, PODD books
- AAC devices with picture symbols &/or text
 - Visual Scene Displays
 - Grid Displays
 - Hybrid Displays

Their AAC tools should reflect that diversity.



Emergent



Context-dependent



Why does TELL ME focus on core vocabulary?

- High frequency words
- Appropriate for any activity
 - Many opportunities for teaching & practice.
- Builds a foundation for real progress in language development
- **This is where teachers & SLPs say they need guidance.**
 - They already do well with activity-specific vocabulary (e.g., bubbles, blow, pop)

AAC Tools for the TELL ME Classroom

Core vocabulary on:

- Communication boards, eye gaze boards
- Picture cards, rings
- Overlays on low tech AAC devices you already have
- Student's AAC device
- And...
 - Natural speech
 - Sign approximations

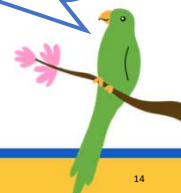


T Teaching
E Early
L Language &
L Literacy

Through

M Multimodal
E Expression

- 4-6 core words + 1 letter per book
- Repeated reading (2 weeks per book)
- Vocabulary teaching all day long



11/3/2021

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What *is* the TELL ME program?

Is

- 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

Is Not

- Specific to a certain AAC device, app, communication board, or type of symbol
- A full curriculum that covers an entire school year

Where can you find all this stuff?




- Manual
- Book 1
- Thumb Drive

Thumb Drive


- Book Packets
- PPT Templates for Book 1
- Scope and Sequence
- Share Packets
- Word Symbol Cards

Shared Reading TELL ME AAC in the Preschool Classroom




- Teacher explicitly models the strategies and skills proficient readers use.
- Teachers and students read together repeatedly to explore, discuss, and enjoy the text.
- The text is fully visible to both teacher and students.
- For us, **Shared Reading is the context for core word practice.**

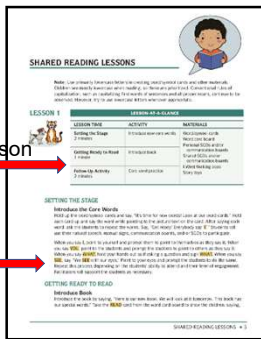
Structure of Shared Reading



- Each Book Packet contains 10 Shared Reading lessons
- This lasts for 10 days of school or two school weeks
- There is a lot of repetition throughout TELL ME – this is purposeful!



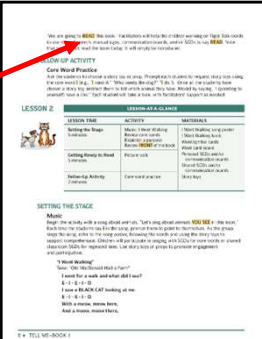
10 Shared Reading Lessons



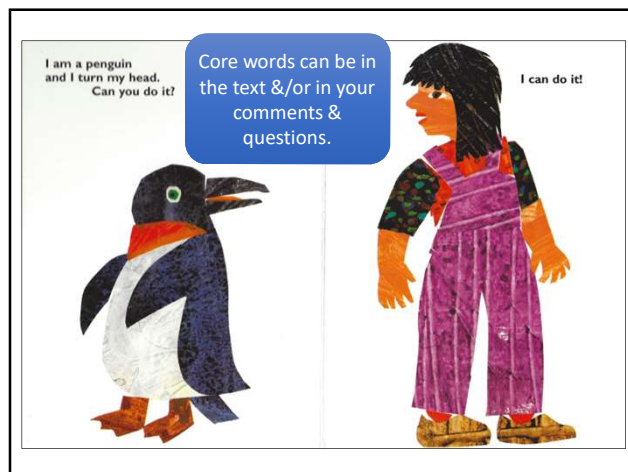
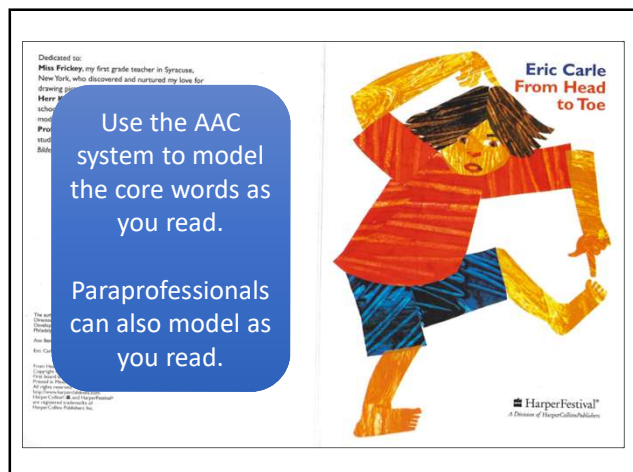
Lesson-at-a-Glance for each lesson

Detailed description of each lesson component


Bow Wow and Tiger Talk Words are highlighted in yellow



Note: Words highlighted in blue are target words from previous books.



Checking In



Checking in with Shared Reading: Lesson 1

Date: _____ Completed by: _____
 Story title: _____ Concept of plot: _____
 Book title: _____
 Tiger Talk words: _____

1. Book pages and other materials are accessible.	Always	Sometimes	Rarely
2. Each student has an accessible way to tag core words.	All	Some	Few
3. Core words are introduced or reviewed.	Always	Sometimes	Rarely
4. There are numerous opportunities to tag core words.	Always	Sometimes	Rarely
5. Language in general is elicited frequently from students.	Always	Sometimes	Rarely
6. Students are engaged in the lesson.	Always	Sometimes	Rarely
7. Adults use appropriate language.	Always	Sometimes	Rarely
8. Adults model language using AAC.	Always	Sometimes	Rarely
9. Appropriate visual aids are used.	Always	Sometimes	Rarely
10. Word cards are used.	Always	Sometimes	Rarely
11. Setting the stage activities are implemented as directed.	All	Some	Few
12. Followed activities are implemented as directed.	All	Some	Few
13. Classroom activities actively facilitate student learning.	Always	Sometimes	Rarely
14. Progress is individualized to meet the specific needs of each student.	Always	Sometimes	Rarely
15. Student needs are met, and all students are able to participate in the lesson.	Always	Sometimes	Rarely


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TELL ME

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In Shared Reading, we teach emergent readers using predictable texts...


In Shared Writing, we teach emergent writers using predictable charts.



Shared Writing


Predictable Chart Procedure

- Teacher chooses a topic
- Teacher chooses a structure/predictable pattern
 - "I feel happy when ____."
 - "I see ____."
 - "At the park, I like to ____."
- Students **dictate** their sentence, using the structure chosen.




Shared Writing

- Students learn that they can **read** their sentence, using the structure chosen.
- Many, many benefits!
- For us, Predictable Chart Writing is the context for core word practice.**





Predictable Chart Formats

- Predictable Chart on paper
- Shared Writing PowerPoint Template
 - On computer
 - Print copies for each student



Structure of Shared Writing

- Each Book Packet contains 10 Shared Writing lessons
- This lasts for 10 days of school or two school weeks
- There is a lot of repetition throughout TELL ME – this is purposeful!

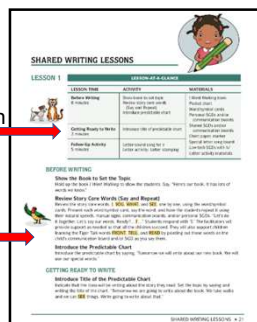



TELL ME Book Packet 1: I WANT BASKING	
By: [Name]	
Make Your Own	10
1. I WANT BASKING	10
2. I WANT BASKING	10
3. I WANT BASKING	10
4. I WANT BASKING	10
5. I WANT BASKING	10
6. I WANT BASKING	10
7. I WANT BASKING	10
8. I WANT BASKING	10
9. I WANT BASKING	10
10. I WANT BASKING	10

10 Shared Writing Lessons

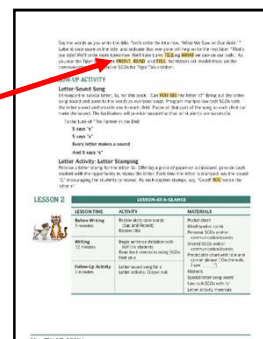
Lesson-at-a-Glance for each lesson

Detailed description of each lesson component



Bow Wow and Tiger Talk Words are highlighted in yellow

Note: Words highlighted in blue are target words from previous books.



Shared Writing Follow-Up Activities Lessons 1-10


1. Letter Stamping
2. Crayon Rub
3. Clothespin Choosing
4. Letter Match
5. Letter Bucket
6. Gel Letter
7. Letter Categories
8. Letter on the Floor
9. Fish for the Letter
10. Letter Bucket



Checking In

Checking in with Shared Writing: Lesson 1			
Date	Completed by		
Book	Letter	Story	Topic
Prerequisite (list activities)			
Book flow words			
Tiger Talk words			
1. Book, chart, materials, and other materials are accessible.	Always	Sometimes	Rarely
2. Each student has an accessible way to see core words.	All	Some	Few
3. Core words are identifiable or consistent.	Always	Sometimes	Rarely
4. There are systematic opportunities to copy and write.	Always	Sometimes	Rarely
5. Language for gestures is repeated frequently from students.	Always	Sometimes	Rarely
6. Students are engaged in the lesson.	Always	Sometimes	Rarely
7. Adults use appropriate language.	Always	Sometimes	Rarely
8. Adults model language using AAC.	Always	Sometimes	Rarely
9. Appropriate social norms are used.	Always	Sometimes	Rarely
10. Setting the Tiger activities are implemented as directed.	All	Some	Few
11. Writing activities are implemented as directed.	All	Some	Few
12. Follow-up activities are implemented as directed.	All	Some	Few
13. Classroom materials are used to facilitate student learning.	Always	Sometimes	Rarely
14. Progress is individualized to meet the specific needs of each student.	Always	Sometimes	Rarely
15. Shared writing from materials are used appropriately to promote active participation.	Always	Sometimes	Rarely

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Infusion Activities

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Arrival Time

Arrival Time

- "I am happy! You are here!"
- "Put it here."
- "You have a lunchbox."
- "Can you give me a high five?"
- "You put your backpack away. Now, what do you want to do?"



What other Arrival Time ideas do you have?

Circle Time

"Who is here today?"

Eye Gaze SGD for finding & saying name



"He is!"
"Jenny is here."
"I am."
"I am here today!"

Outside Time

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Balloon bump: Blow up balloons and challenge the students to keep their balloons from touching the floor, hitting it back into the air with various body parts (knees, feet, head, elbows). You can say things like:

- "DO IT with your elbow!"
- "FIRST bump the balloon with your nose."
- "DO YOU need HELP?"
- "I LIKE the pink balloon."
- "CAN YOU DO IT LIKE this?"



Book 2: From Head to Toe

Centers & Work Time

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1. Buried Treasure
2. Theme Table
3. Vocabulary/Category Sort
4. Vocabulary Bingo
5. Microphone Activity
6. Art
7. Dramatic Play
8. Cooking
9. Core Language Matching
10. Alphabet Book
11. Collage Building



Cooking Instructions—Chocolate Bananas

You will need:
Bananas—one half per student
Chocolate—in a baggie, stake under
hot water for several minutes to melt
popcorn sticks
raisins
candy
candy

1. Peel the banana halves. 	2. Push popcorn sticks into bottom of the bananas.
3. Place the banana halves into the freezer and make until frozen. 	4. Melt the chocolate.
5. Pour chocolate into a tall glass. 	6. Dip the bananas into the chocolate and place them on wax paper to dry.

Book 2

COOKING

Highlight BOW WOW and Tiger Talk words as appropriate. You can say things like:

"**FIRST** we will ____."

"I need **HELP** stirring the chocolate."

"Let's **SING** Five Little Monkeys!"

"**CAN YOU DO** that for me?"

"The chocolate is melted and **IT** is brown."

"I really **LIKE** chocolate!"

Vocabulary Bingo

www.wheelofnames.com

www.myfreebingocards.com

Miss Lori's Bingo

do	read	it
can	see	you
I	what	help

myfreebingocards.com

www.lessonpix.com


Checking in with Infusion Activities: How Am I Doing?			
Date: _____	Completed by: _____		
Book: _____	Teacher/Share: _____		
How often words: _____	Tiger Talk words: _____		
Activity: _____			

1. Book, props, or other materials are accessible to students throughout the activity.	Always	Sometimes	Rarely
2. Each student has an accessible way to say core words.	All	Some	Few
3. There are numerous opportunities to say core words.	Always	Sometimes	Rarely
4. Language is presented frequently from students.	Always	Sometimes	Rarely
5. Students are engaged in the activity.	Always	Sometimes	Rarely
6. Activities are modified to meet the physical needs of this student.	Always	Sometimes	Rarely
7. Adults are appropriate language.	Always	Sometimes	Rarely
8. Adults model language using AAC.	Always	Sometimes	Rarely
9. Repetitive visual tasks are used, including: Word/object cards, Flash cards, Symbols, etc.	Always	Sometimes	Rarely
10. Activities are implemented as directed.	All	Some	Few
11. Classroom practices actively facilitate student learning and participation.	Always	Sometimes	Rarely
12. Program is individualized to meet the specific needs of each student.	Always	Sometimes	Rarely

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Checking in with Infusion Activities

Carryover at Home

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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. Core word symbols cards
6. Note from teacher
7. Rating scale & note back from family

WORDS WE ARE LEARNING			
We are learning more 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.			
can	I	sing	
do	it	bat	
front	like	what	
read	write		
help	see	you	

THINGS WE CAN SAY WITH THESE POWERFUL WORDS

Our list of things we can say will grow each week. With reflection, 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:

I can.	Can I?	Can you write?
You can.	Can you?	Do you see?
I do.		
You do.	I do it.	Do you see it?
	I like it.	Do you like it?
I help.	I see it.	I can see you.
I like.	I write it.	I can tell you.
I write.	I read it.	I can help you.
I see.	I tell you.	What do you like?
I read.	Do it first.	What do you see?
I sing.		
Write it.	Can you help?	
Read it.	Can you see?	
Sing it.	Can you sing?	
	Can you read?	

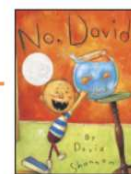
TELL ME-BOOK 2 SHARE PACKET • 75

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** is 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.

Some of the parent activity suggestions are built on what YOU do in classroom TELL ME activities.













Symbolized in PCS, Pixons, Smarty Symbols, & Manual Signs

BOW WOW Words

PCS Word Cards for Book 1: I Went Walking

		
you	you	you
		
see	see	see
		
what	what	what
		

Sign BOW WOW Word/Symbol Cards for Book 8: The Lunch Box Surprise

		
eat	eat	eat
		
boy	boy	boy
		
girl	girl	girl
		
happy	happy	happy

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TELL ME—BOOK 9, WEEK 1

Notes for _____

There are more word/picture 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 say:

Specific instructions for you:

Communication TO the parent

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 _____ (circle 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:				

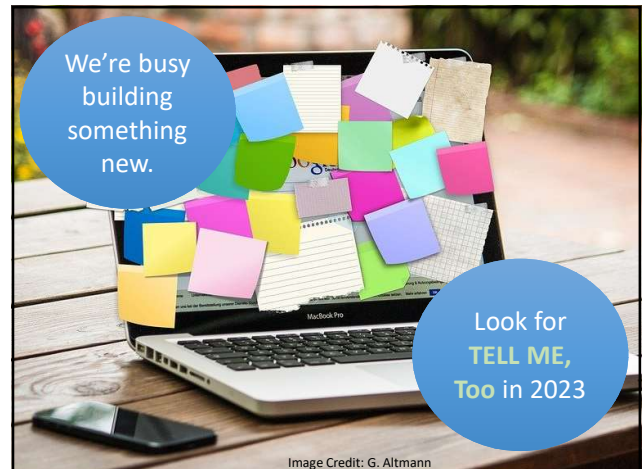
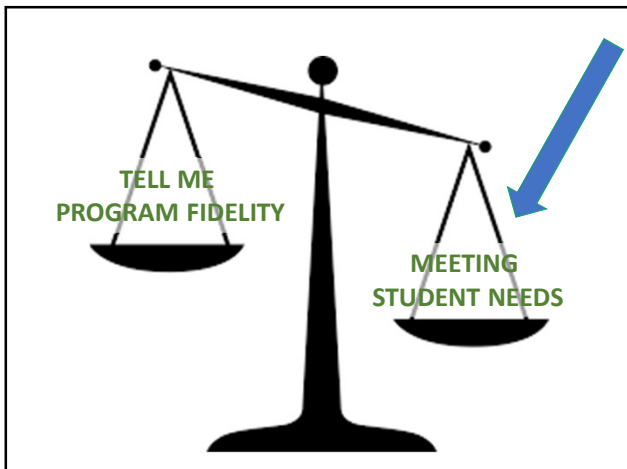
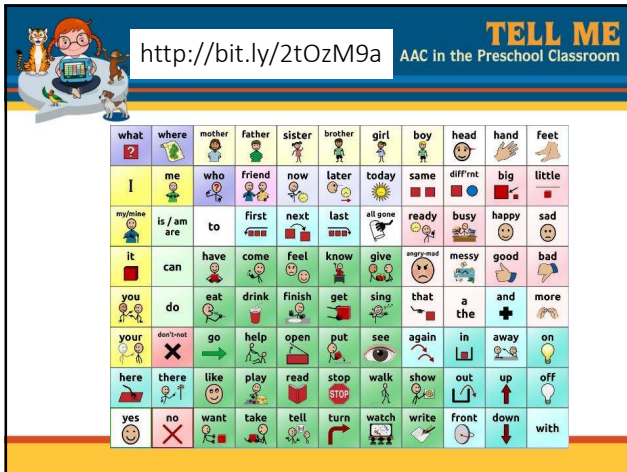
Communication FROM the parent

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Print and send home parent packets each week to:

- Keep parents informed and involved
- Help them gain awareness and skills
- Provide them with specific suggestions for things to do at home

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Year 1 (2019-20):
All 11 TELL ME books
Maggie Judson & Jeanna Antrim






<https://bit.ly/3ecr36S>

TELL ME
AAC in the Preschool Classroom

Year 2 (2020-21):
Other trade books
Jeanna Antrim & Maggie Judson



<https://bit.ly/3ecr36S>

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Welcome to
Our Virtual
TELL ME
Classroom!



<https://bit.ly/34dvNVr>

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AAC in the Preschool Classroom

TELL ME!
PCS
Symbols



<https://bit.ly/34dvNVr>



Please contact us with any questions,
concerns, or amazing accomplishments
you want to share!

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