

CORE WORD: **Stop**

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

REQUEST: (e.g. let's **stop**, please)

PROTEST: (e.g. stop it, stop that, I want to stop)

GET HELP: (e.g. help me stop this, help me stop this car)

QUESTION: (e.g. can I stop)

ANSWER QUESTION: (e.g. yes, I want to stop).

DIRECT ACTIONS: (e.g. stop walking)

SHARE INFORMATION: (e.g. I needed to stop writing)

EXPRESS OPINIONS: (e.g. I think they should stop)

TELL ON SOMEONE: (e.g. she stopped doing work)

NEGOTIATE: (e.g. If you stop that, I will help).

ROUTINES AND SCHEDULES

Break time: Students can indicate, (e.g. I want to **stop**)

Transitions: Students can indicate they need to stop and then check the schedule.

Recess: Students can play tag and indicate, Stop or freeze, when they want to take a break or stop playing

Crossing Street or Waiting to be picked up by the bus or parent: When students are crossing the street or waiting for the bus, they can indicate, 'stop' before they cross or to indicate they arrived at their location and need to stop.

PLAY

Here are a few ideas:

Adults can provide toys that can **STOP** and GO, such as vehicles, modeling the word, 'stop.'

Adults can engage the students to play the game, 'Red Light-Green Light' modeling the words 'stop' and 'go.' Adults and students can take turns being the caller.

Coordinate a race outside with the adults and students, modeling (1, 2, 3, GO!) and when students reach the finish line, adults can say, and point to 'stop.'

Pretend to be a school bus and have the bus stop to pick up some of the kids. Have the group join in this pretend play. Use their AAC systems to model words and phrases throughout the activity.

Play music and have the students dance together and then turn off the music and model the word, stop.

When you take a walk to the park, hold hands and practice stopping and going on your way.

READING

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

No, David!, with original song & AAC CORE vocabulary: NO, NOT, STOP, WHAT, GO, UH OH, COME, HERE <https://www.youtube.com/watch?v=wEt1SiaXeVo>

Story Time | AAC Core Word "STOP" by RunkleSLP
<https://www.youtube.com/watch?v=ya9I9vASJQU>

SOCIAL INTERACTIONS and VIDEO MODELING

"In the moment" an adult can help a student self-regulate by modeling the word, **stop**, on their communication system when the student indicates he/she wants to discontinue what they are doing, (by vocalizing or any unaided behavioral cue). Modeling the word, stop, in the moment (on the part of the adult), will provide meaning to the word in a natural context and help them build coping strategies, communication skills, vocabulary, and ultimately; power.

BJM Autism Video Modeling (**stop** and go from behind). Encourage the students to pair up with another student to play this game. By AutismVideoModeling
<https://www.youtube.com/watch?v=2I13BBuJN38>

SENSORY MOTOR

Play Red Light Green Light along with the students; (While physically moving, focus on stopping and going), pause the video and ask whether they are **stopping** or going. <https://www.youtube.com/watch?v=pzOgTBr1VZ0>

STRUCTURED ACTIVITIES-

During circle or large group instruction, the adult can review the words, **stop** and (GO) and demonstrate access to the words on the communication system(s).

Each student can take turns selecting a vehicle out of a bin and then proceed to choose a road structure toy on which to drive their car. The adult can say go and then after a short period of time, the adult and other students can say, Stop. All students can have the word stop modeled on their communication system as/if appropriate. Everyone in the class can take turns participating in this activity.

The adult can blow bubbles at circle time or in a group and when she/he stops, the adult can model the word, stop on a big core board or communication device. Then each student can take a turn blowing bubbles and students can indicate 'stop' when they want their friends to STOP blowing the bubbles so they can have a turn.

VIDEOS, MUSIC, ANIMATED SHORTS

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

Freeze Dance | Freeze Song | Freeze Dance for Kids | Music for Kids | The Kiboomers <https://www.youtube.com/watch?v=2UcZWXvgMZE>

"Can't Stop The Feeling!" Official Movie Clip | TROLLS
<https://www.youtube.com/watch?v=oWgTqLCLE8k>

For Children. The **Stop** Song - Circle Song - Debbie Doo!
<https://www.youtube.com/watch?v=7FxHu5SuX7E>

The Wheels on the Bus | Super Simple Songs (emphasizing when the bus STOPS) and pause the video <https://www.youtube.com/watch?v=GzrjwOOpAl0&t=1s>

Young Adults

Journey - Don't **Stop** Believin' (Live in Houston)

<https://www.youtube.com/watch?v=VcjzHMhBtf0>

Michael Jackson- Don't Stop til You Get Enough

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

FIRST TIME HEARING Phil Collins - In the Air Tonight REACTION (tell us when the students turn the music off, by saying

STOP)<https://www.youtube.com/watch?v=0l3-iufiywU>

ART OR SCIENCE ACTIVITIES

Making a Stop Sign (video demonstration)

<https://www.youtube.com/watch?v=AHWpqSd-a40>

Students can draw a road on a piece of paper and color it in, decorate it and celebrate it by selecting a small car, train or bus to drive on the road. They can indicate, **stop** and go as they drive along their road.

USE OF APPS OR OTHER TECHNOLOGY

Toca Train is a great app for students to learn and use the word: **Stop**.

Kids CARS is also a wonderful app to model, **Stop**. The vehicle does not move unless the child is swiping or touching the car. The students can comment on what is happening.

HelpKidzLearn, Finger Paints with Sounds, (free app) is a great cause and effect app, where *music* or *sound effects* play as the student is moving their finger on the screen. When they stop touching the screen, the music stops.

Sound Touch is an excellent app that has categorical vocabulary, (e.g. pets, wild animals, birds, vehicles, musical instruments and items found in the home) represented by symbols or pictures. Once selected, the iPad comes alive with a real photo and sound effects. The sounds plays for a short period of time and then **stops**. When the sounds stop, it's an opportune time to model the target word and then select another item until it stops, too. You could also interrupt the screen while sounds are playing to make it stop on your own.

WORD WALL- Add the word, **stop** 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 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: **Go**

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

INITIATE: (e.g. let's go)

REQUEST: (e.g. I go now, I go next, I want to go away)

PROTEST: (e.g. No go, I don't want to go, you don't go)

COMMENT: (e.g. good to go)

SHARE INFORMATION: (e.g. I go to grandmother's house, I go to school, go home now, I go outside today at school)

ASK QUESTIONS: (e.g. want to go, go now? Where can we go? Why do you go?)

ANSWER QUESTION: (e.g. I go to store)

ROUTINES AND SCHEDULES

Break time: Student can decide where he/she wants to **go** using a communication system or choice board.

Transitions: During times of transitions, model the word, 'go' as you assist students checking or reviewing their schedule to find out where to GO next

Recess: Share information with students by indicating via ALS, (e.g. time to go outside, or 'go outside) using their talkers.

Mealttime: Once it's time for lunch, instruct and assist the student to go get their lunch.

PLAY

There are a variety of toys and activities that can easily incorporate the word, **go**. Here are some ideas:

Vehicles: Adults can focus on providing opportunities for students to play with numerous items of transportation and while the students are moving or propelling the items about the play area, (e.g. on train tracks, or in the air), model the word, 'go' in the moment.

Baby play: Playing with babies can provide different ways to model different ways to use the word, go such as: (go to sleep, go home, go in bath, go get dressed).

Earning a break: Once the student earns a break, the adult can model that the student can go pick the toy or play with the game of his/her choice.

Computer time: The student can be instructed to go sit at the computer and if he/she needs help, the adult can model, 'go get help.'

Pretend to be a train and Go and Stop. Have the group join in the train. Use their AAC systems to model words and phrases throughout the activities.

READING

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

We All Go Traveling By, (US) | Barefoot Books Singalong
<https://www.youtube.com/watch?v=cSw50Jw0H34&t=186s>

Go, Dog. Go! by P.D. Eastman • Children's Book Read Aloud • With Sound Effects! <https://www.youtube.com/watch?v=BfZZIIWxWEE&t=32s> (read by espressodude924)

Sight Words Story: I Like to Go | Learn Sight Words
https://www.youtube.com/watch?v=A09xoxUW-z0&list=PLCDgBp_xVo83h6dAOAYPd63mu2YiL8uFT by Help Teaching

Go away, Big Green Monster! Animation by Humangreening
<https://www.youtube.com/watch?v=rPmLZLp-oec&t=3s>

SOCIAL INTERACTIONS AND VIDEO MODELING

Assist students to join recess together and when walking out of the classroom, model the word, (e.g. go, go out). Another student could also initiate and say, "Let's go."

Students and adults can take turns being the leader in groups of 2 to 3 and indicate where to go outside, (e.g. go swings, go sandbox, go take a walk). Adults can ask the students where to go next using ALS.

Have students take turns playing with vehicles such as trains or cars. Model such phrases as: 'go fast' or 'go slow,' 'I go'

Provide thematic visuals, or context-dependent boards to assist the students in expressing what they want their vehicles to do or what they want. Here is an example.



SENSORY MOTOR

Make Homemade Goop (Parents Magazine). As they mix it up, model **go** and 'stop' while the student or adult is stirring. Here's how:

- Pour one cup of water into a large mixing bowl
- Add a few drops of food coloring (any color)
- Slowly stir in two cups of cornstarch (use a spoon at first, but you may eventually find it's easier with your hands)

Playing ball: This popular activity can provide a platform to use the word **go** during gross motor activities, (e.g. go back, go kick, go throw, go catch or 1, 2, 3, GO!).

STRUCTURED ACTIVITIES

During circle or large group instruction, the adult may review the word, **go** and demonstrate access on the student's or classroom based communication system(s). The students can look around the room and name two places that they go to play.

Older students may reflect on where they go in the community, such as their favorite store(s) or places in nature.

Adults may choose to focus on a transportation theme of the week with vehicles of all kinds and with ALS talk about what vehicles the students ride in? They might ask, 'where do you go?' 'Who goes with you?' Adults may use videos of various modes of transportation to bring the sounds and photos to the activity.

VIDEOS, MUSIC, ANIMATED SHORTS

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

We're Going on a Bear Hunt | Popular Song for Preschoolers | The Kiboomers
https://www.youtube.com/watch?v=5_ShP3fiEhU

Wheels on the Bus HD by Duck Duck Moose - Brief gameplay MarkSungNow
https://www.youtube.com/watch?v=_XXw8hzabc8&t=132s

The ants go marching one by one song | Ants at war
<https://www.youtube.com/watch?v=Pjw2A3QU8Qg> by Turtle Interactive

Goodbye Song for Children - Children's Goodbye Song - by The Learning Station
<https://www.youtube.com/watch?v=sGT9hjGcA10>

Go Away! | Super Simple Songs
https://www.youtube.com/watch?v=Ec1cz_jHQM8&list=PLsxNe0UhbziMm-TC7lwRgANoxkR8R0-QV

FROZEN | Let It Go Sing-along | Official Disney UK
<https://www.youtube.com/watch?v=L0MK7qz13bU>

Pip | A Short Animated Film <https://www.youtube.com/watch?v=07d2dXHYb94>
(southeastern guide dogs)

ART OR SCIENCE ACTIVITIES

Making fruit punch:

Fill a clear plastic pitcher with water. Model and/or have students indicate, **go** to direct the adult to turn on the water and fill the pitcher. Adults can help students open the punch mix and pour in a little at a time, all the while-modeling and/or waiting for students to say, 'go.' Students can take turns mixing the punch with a spoon and they can encourage the 'mixer' to keep stirring by saying, 'go.'

Adults can pour punch into cups, modeling and/or waiting for students to say, 'go.' Students who cannot drink the punch can pretend to help a doll or favorite action figure drink it.

USE OF APPS OR OTHER TECHNOLOGY

Toca Train is a fun and engaging app for students to learn the word, **go** and **STOP**. The train can go or stop by using simple touch control.

Kids CARS is also a wonderful app to model, go. The vehicles do not move unless the child is swiping or touching the vehicles. The students can comment on what is happening and how fast or slow the vehicle is moving.

WORD WALL- Add the word, “go” 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: **Play**

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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

INITIATE: (e.g. let's play, I play you, want play)

REQUEST: (e.g. I play more, I play ball)

PROTEST: (e.g. No more play)

COMMENT: (e.g. play is fun)

GET HELP: (e.g. help play)

QUESTION: (e.g. want play, play now?)

ROUTINES AND SCHEDULES

Free Time: During free **play** time, students can indicate what they want to do or play with. Model the word, 'play' as they have fun with their favorite toys and activities.

Taking a break: Some students need a break and when they earn one, it's an opportune time to indicate what they would like to **play** with. The adult can model the word, **play** + item on the talker when giving the students choices.

PLAY

This category speaks for itself. This is all about **play**. Whatever the student is engaged in with regard to fun and games, continue to comment, using the word, 'play' and how fun it is. Model play + other words, (e.g. I play, you play, we play, play toys, play fun, or I play with you).

READING

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

[Are You Ready to Play Outside? -An Elephant & Piggie -Children's Books Read Aloud](https://www.youtube.com/watch?v=9JBqpkrgLGY) <https://www.youtube.com/watch?v=9JBqpkrgLGY> read by A Book in Time. Written by Mo Willems

[LET'S PLAY BASKETBALL Story for Kids | Sports Books for Kids | Children's Books Read Aloud](https://www.youtube.com/watch?v=P3_il7rvcmk), https://www.youtube.com/watch?v=P3_il7rvcmk Read by Happy Cultivated, Written by Charles Smith Jr.

[Play Time for Puppy | Read Along | Children's Book | Story Book | Kid Books](https://www.youtube.com/watch?v=aQQDeVem1JQ) | <https://www.youtube.com/watch?v=aQQDeVem1JQ> read by It's Reading Time, Written by: Michael Dahl

[Five Little Monkeys Play Hide and Seek | Kids Books, read by Story Time Play](https://www.youtube.com/watch?v=Zc8y6Lfn39c) <https://www.youtube.com/watch?v=Zc8y6Lfn39c> by Eileen Christello

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can help facilitate the student to indicate what they want to **play** with during free play or recess. The adult can model the word, "play + item" and indicate such phrases as "I play" "You play" and take turns. '

Video Modeling - Asking a Friend to Play (Meredith Harrah)

<https://www.youtube.com/watch?v=sBPYVI3S5-k> (This can provide a platform to comment and talk about what is happening and then maybe an opportunity to act it out?)

SENSORY MOTOR

Filing a bin with sensory/motor type toys, adults can help facilitate the students request what they want to play with.

Do it Yourself Paper Tape Roads by TinkerLab: Create a table top roads for students to interact with vehicles and play with one another. Adults can create multiple roads or children can create them as well.

<https://tinkerlab.com/diy-paper-tape-roads/>

STRUCTURED ACTIVITIES-

During circle or large group instruction, the adult can review the word, (play) and demonstrate access on communication systems. The students can look around the room and name two things they like to play with. The adults can indicate on the schedule or with a First and Then board, when they can play.

VIDEOS, MUSIC, ANIMATED SHORTS

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

Amanda's AAC Activities: Car Play, (Assistiveware)
<https://www.youtube.com/watch?v=8x-UGNAazO0>

AAC Modeling with Playdoh, <https://www.youtube.com/watch?v=rfkXDzJKUhl>

Sesame Street: What Are We Going to Play Today Song with Andy Grammer
<https://www.youtube.com/watch?v=8QVa9W0t2-l>

****Award Winning**** CGI Animated Short Film: "Playing House" by Onion Skin Studio | CGMeetup <https://www.youtube.com/watch?v=AdOoUk36dEs>

ART OR SCIENCE ACTIVITIES

Marble Painting for kids is easy and fun and creates a beautiful picture. You can also use balls, water balloons and more. <https://artfulparent.com/marble-painting-for-kids/> by the Artful Parent.

USE OF APPS OR OTHER TECHNOLOGY

One suggestion is to utilize the *My Play Home* App to **play** with toys using the cartoon props/characters (within the app) in various places in the home. Adults may model the word, 'play' in addition to other accompanying words, (e.g. I want to play, play now, I play with boy, I play outside, I play swing).

WORD WALL- Add the word, **play** 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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Thank you!

CORE WORD: **Want**

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WAYS WE CAN USE THE WORD

REQUEST OR MAKE A CHOICE: The word **want** helps us to find out a student's preferences, choices, and requests. Frequently, the word want is found on Picture Exchange Communication Systems of students who are emergent communicators.

GAIN ATTENTION: Students can get your attention by indicating wants and needs, for example: "want that" or "want you"

REFUSE/REJECT/NEGATE/PROTEST: Students can tell us that they 'don't want' or 'not or no want' ___ an item. This is powerful. Without an ability to negate or protest, many of our students use behaviors or unintelligible verbalizations/vocalizations that may be difficult to recognize. This ultimately frustrates and dysregulates the individual. By respecting what the students DO and DON'T want, student's behavior will most likely improve because of this increased ability to control what happens. Language like this is powerful.

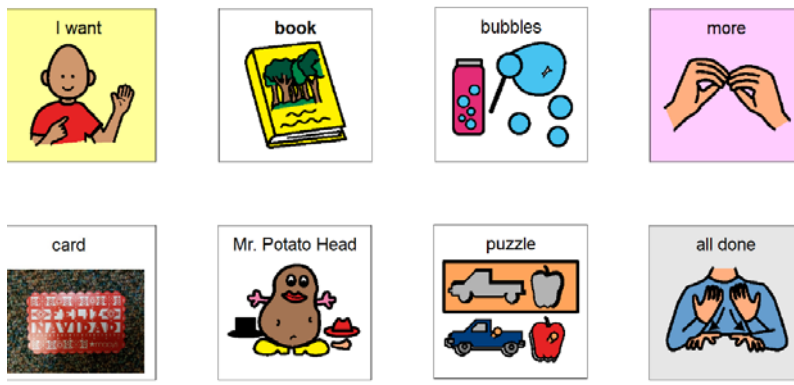
ROUTINES AND SCHEDULES

Free Time: After checking the schedule for *free time*, ask the student what they **want** to do. Use their AAC system(s) to model such phrases as Want + Item, (e.g. want + ball, want + bubbles) or ask the question, (e.g. what do you want?). This will help students to make requests and also expand their length of utterance.

During Snack: During snack, students can indicate what they want. By modeling and expanding upon the students utterances, this will help to expand the student's vocabulary and phrase/sentence length, (e.g. you want more, more cracker).

PLAY

In the play or activity area, create a low-tech board with choices represented by symbols and words. Model the word **want** + item, to ask them questions as to what they might want to do. Await their selections and reinforce their communication attempts by providing the requested item(s) if possible.



READING

Use the website: tarheelreader.org to find books with voice output containing the core word, **want** or follow the links below:

I want more

<https://tarheelreader.org/2019/12/05/i-want-more-7/> by Room 4

I want to get

<https://tarheelreader.org/2020/02/13/i-want-to-get/2/>

This book is located on YouTube

When I want: by SENSEable Literacy.

<https://www.youtube.com/watch?v=FNHHQTPJ-u4>

SOCIAL INTERACTIONS and VIDEO MODELING

While engaging in a turn taking activity, the students can indicate what they **want**.

While in free play, where a student appears to be disinterested in an activity, the adult can model on a student's AAC system that they "not want" 'don't want, 'want all done', 'want finished.' A student's ability to refuse items provides them with the power to choose and control their environment.

SENSORY MOTOR

Here are some activities that could assist students in using and learning how to express the word, want.

If student has a bin of sensory-motor toys, ask them to tell you what they "**want**"

Create a board to assist with choice making.

Playing ball, ask the student what they WANT to do with it? Kick, throw, and catch? Model and say "want" + the action or more.

STRUCTURED ACTIVITIES-

Students can make a list of what they **want** for their birthday, Winter Holidays, to eat or drink for dinner: (Assistiveware Core Classroom)

At circle time, ask the student(s) what song they want, and model the phrase on the AAC system, (I want + song).

VIDEOS, MUSIC, ANIMATED SHORTS

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

Assistiveware's Video about the core word: want:

<https://vimeo.com/196690375/836df298cd>

What do you want to do? (song)

<https://www.youtube.com/watch?v=M6n96yjmKLY>

For young adults:

Backstreet Boys, (I **want** it that way)

<https://www.youtube.com/watch?v=4fnDeDfaWCg>

ART OR SCIENCE ACTIVITIES

During a cooking activity, student(s) can indicate what they **want** (such as a turn, to put in the ingredients, etc.).

During an art project, when they pick a paint color, marker or crayon, model the word, want + color on their AAC system along with your voice.

Make a beautiful flower or leaf catcher to hang in the window. The student can indicate what they want following ALS modeling <https://artfulparent.com/the-perfect-frame-for-a-flower-mandala/>

USE OF APPS OR OTHER TECHNOLOGY

The students in class can take turns indicating what they want for their birthday, while the adult utilizes and projects the Google Slide presentation and each slide can start with the repeated line, "I want _____ and for more of a challenge, the teacher can follow-up by writing because_____. The adult can not only write words but import images of the items.

WORD WALL- Add the word, **want** 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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