

CORE WORD: **All done**

For Educators, Related Service Providers and Parents

Aided Language Stimulation: 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. **all done**?)

DIRECT OTHERS (e.g. all done play)

ASK QUESTIONS (E.g. all done?)

SHARE PHYSICAL NEEDS (e.g. all done hug)

MAKE CHOICES (e.g. communication partner: "more or all done?" student: "All done")

CESSATION (e.g. "all done movie")

Adults can model '**all done**' by using their voice along with the students device during activities where the child appears visibly 'done' (e.g. not looking at the adult or friends, not participating, etc.) or when students appear to be growing

visibly upset (e.g. "you must be all done" or "all done?").

Embed the use of the phrase **all done** during naturally occurring instances such as during a transition or when an activity is complete.

Through consistent modeling you will teach the student's that by using the word, '**all done**' they can refuse/reject an activity or situation that they do not wish to participate in at the moment.

ROUTINES AND SCHEDULES

Mealtime Student(s) can use "**all done**" when they are finished with their food, water, or if they wish to leave the table. Adults can model use of the word, all done, if they do not spontaneously indicate.

Circle Time or Morning Meeting Student(s) can use "all done" after the end of each song, book, or turn sharing information during the morning circle routine

Bathroom Student(s) can use "all done" when they are using the bathroom or washing their hands (e.g. all done wash).

Clean-up Students can use "all done" to indicate that they are all done cleaning up.

PLAY

Students can use "all done" when they are finished with a game, activity, or art project (e.g. "all done" when they finish a puzzle).

Adults can create highly contextual learning opportunities that may help students understand what "**all done**" visually looks like through strategically choosing activities that have a limited supply of objects/supplies. For example, if a student enjoys toy trucks or cars the adults can set up a race track, ramp or tunnel for the student to race a set number of cars through. When the student has raced all of the designated cars, there will be a naturally occurring instance for the adult and student to use "all done."

READING

Students can use **“all done”** when finished reading a book (e.g. “all done read”)

All Done Book by Ms. Garcia’s SLP Corner
<https://www.youtube.com/watch?v=n-l-VcYoy5Q>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can indicate all done to indicate that they are all done participating in play. Adults can model **“all done”** using aided language stimulation when they notice a student walking away from a friend they were playing with (e.g. “I see you’re walking away from your friend, you can say “all done” so that your friend knows that you are all done playing”).

[All Done ASL Modeling - teachmesignlanguage](https://www.youtube.com/watch?v=lgfqFJVuQiw)

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

[Socialskillbuilder - Video Modeling "All Done"](https://www.youtube.com/watch?v=lgfqFJVuQiw)

SENSORY MOTOR:

Students can use “all done” during any sensory motor activity (e.g. swinging, spinning, exploring in a sensory bin, ect) to indicate that they no longer wish to engage in that particular activity.

Adults can set up a race (running, skipping, crawling, tip toe, ect) and set up a finish line with chalk or cones (cut out and tape students symbol for all done on cones for extra visual support). When the students cross the finish line, adults can model “the race is **all done.**”

STRUCTURED ACTIVITIES-

Adults can explicitly teach students what **“all done”** means across many different contexts throughout the day (e.g. “**all done** means that something is complete or finished. We are all done when we are finished with our bath, we are all done with eating when our stomachs are full. We can say all done when we are no longer interested in participating in an activity, ect).

Adults can talk about the different ways **“all done”** may look (e.g. looking at students completed art projects) or checking off boxes throughout the day on

the visual schedule when an activity is “all done” (e.g. after morning circle, students color in that part of the schedule and indicate “all done”).

Adults can also talk about the different ways students can listen to their body when their body is telling them it’s **all done** (e.g. “When my body starts to feel uncomfortable or antsy from doing the same thing for too long, I know it’s time to be all done with that thing. My body also tells me it’s ‘all done’ when I don’t need any more food because I am not hungry anymore. My body also tells me I am all done when I feel tired from playing so much”).

VIDEOS, MUSIC, ANIMATED SHORTS

[All Done Transition Song - Sarah Jane Mason](#)

www.youtube.com/watch?v=tjIB-OA8E-M

Adults can talk about the different ways “all done” may appear using time lapse videos.

[Time Lapse - Cake Baking in Oven](#)

<https://www.youtube.com/watch?v=VhEVEI6iwcU>

[Time Lapse of Watermelon Growing - Po Pi](#)

<https://www.youtube.com/watch?v=G0UBhCoo2Q0>

ART OR SCIENCE ACTIVITIES

Students can make sand clocks (with adult supervision) that serve as timers as well as built in visual aides for all done. Adults can explicitly explain how a sand clock works by telling students that when one side of the sand clock is empty it means time has run out, the timer is **all done** and needs to be turned over to start again.

The links below explain how to make a sand clock!

<https://sciencing.com/make-simple-minute-timer-5026941.html>

<https://www.youtube.com/watch?v=MEW-JM6cTmk>

Students can use “all done” during any art or science activity to indicate that

they are all done. Adults can use "all done" when the activity is complete (e.g. at the end of an art project).

USE OF APPS OR OTHER TECHNOLOGY

[Visual Timer Application](#), when the timer runs out the student(s) can indicate that the timer is "all done."

<https://www.online-stopwatch.com/classroom-timers/>

Choice Works - Visual scheduling application can also be used to reinforce the meaning of the phrase "**all done**"

WORD WALL: Create a WordWall and add '**all done**' 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 @ legoalisa@gmail.com.

Thank you!

CORE WORD: Bathroom

For Educators, Related Service Providers and Parents

Aided Language Stimulation: 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:

REQUESTS (e.g. need **bathroom**)

GET HELP (e.g. help bathroom)

SHARE INFORMATION (e.g. go bathroom)

ROUTINES AND SCHEDULES

Going to the bathroom is a huge part of the everyday routine. In order to create learning opportunities as part of this already existing routine, adults can model and provide visual support such as using the child's device at the same time as your voice or any other communication system during each trip to the bathroom (e.g. "go **bathroom**").

Snack/mealtimes: The student can indicate that they need to go to the bathroom during meal time (e.g. go **bathroom**).

Circle: Students can indicate that they need to go to the bathroom during circle time (e.g. need bathroom).

PLAY

Toys and Games: Students can use the word **bathroom** while playing with a dollhouse or a printed out picture of a house (e.g. point out where it is “where **bathroom**” or “need to go to bathroom”)

READING

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

[Who's in The Bathroom? Jeanne Willis - Read Aloud by Tia Carla](#)

<https://www.youtube.com/watch?v=QLRZr1wPCv0>

[Everybody Poops - Taro Gomi read aloud by 'Reading Books'](#)

<https://www.youtube.com/watch?v=NgGIS4jgeys>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can indicate who's turn it is to go to the bathroom (e.g. your turn **bathroom**), and they can practice waiting in line for the bathroom.

SENSORY MOTOR

Students and adults can go on a **bathroom** scavenger hunt and explore all that a bathroom has to offer (e.g. toilet paper, soap, toilet, paper towels, ect.). Students can feel toilet paper and find toilet paper in the device. During this activity, adults can model that you find toilet paper in the bathroom on the student's device.

STRUCTURED ACTIVITIES-

Adults can explicitly teach the symbol for the bathroom and incorporate the visual schedule through repeatedly modeling “**bathroom**” throughout the day. Adults can also go on a walk around the school with students to talk about where the bathrooms are.

ART OR SCIENCE ACTIVITIES

Students can create a map of the school or of the students house (or make up a new house) and “find the **bathroom**.” Cut out the symbol for “bathroom” that corresponds with the students communication system/device, and allow them to place that on their map.

USE OF APPS OR OTHER TECHNOLOGY

Pepi Bath app has a bathroom component, where the child goes to the bathroom. Students can indicate “**go bathroom**” to practice.

VIDEOS, MUSIC, ANIMATED SHORTS

[Learning the bathroom - Vocabulary for kids. Smile and Learn- English](https://www.youtube.com/watch?v=690ZV3bKHZ4)

<https://www.youtube.com/watch?v=690ZV3bKHZ4>

Bathroom Manners Children's Song 🎵 I Gotta Go 🎵 Good Manners & Hand Washing by The Learning Station

<https://www.youtube.com/watch?v=mNUJs3GUiUQ>

Hello Kitty - Going To the Bathroom - Growing Up with Hello Kitty [Ep. 1] Hello Kitty Play

<https://www.youtube.com/watch?v=EoPOSY1zg-E>

WORD WALL: Create a WordWall and add ‘**bathroom**’ 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 @ legoalisa@gmail.com.

Thank you!

CORE WORD: Wash

For Educators, Related Service Providers and Parents

Aided Language Stimulation: 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

REQUESTS (e.g. **wash** me)

SHARE INFORMATION (e.g. we wash)

GET HELP (e.g. help wash)

DIRECT ACTIONS (e.g. wash my hands)

ROUTINES AND SCHEDULES

Together students and adults can check a visual schedule of when to wash hands. Adults can model "**wash**" in context, (e.g. 'you are washing, good job washing).

Circle Time or Morning Meeting: Students can indicate that it is time to wash hands before circle time.

Snack/mealtimes: Students can indicate that it is time to wash hands before and after they eat.

PLAY



Toys or Games: During water play students can be given a sponge or rag to **wash** the toys (e.g. car wash, wash baby dolls, wash toys, wash the tables or chairs). Adults can model “wash” in context (e.g. ‘you are washing, good job washing’).

Recess: With adult support, students can check the visual schedule and indicate that it is time to **wash** hands (for instance before and after recess). Adults can model the word, ‘wash’ or ‘time to wash.’ The adult could also use a first and then chart- “first wash hands then recess or first come in from recess then wash hands”).

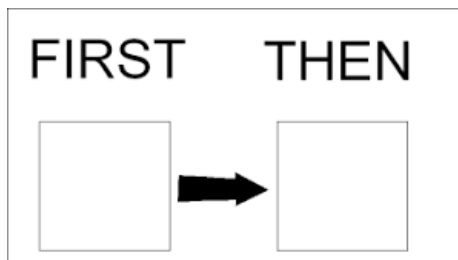


Image: <https://www.erinoakkids.ca/ErinoakKids/files/f9/f9e82917-4dc7-40ca-901e-3a27591b2c0a.pdf> (this link provides a brief description of how to use a first and then chart).

READING

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

[Wash Your Hands - Tony Ross, Read aloud](#)

<https://www.youtube.com/watch?v=ljNvF650WTc>

SOCIAL INTERACTIONS AND VIDEO MODELING

With adult support, students can indicate who's turn it is to **wash** hands (e.g. your turn/my turn to wash hands). Students can also take turns lining up for the sink to wash hands (e.g. wait to wash).

How To Wash Your Hands - Point Of View Video Modeling by Cor Behavioral

<https://www.youtube.com/watch?v=vm2vxbKGulY>

SENSORY MOTOR

Students can use **"wash"** while they are washing their hands or washing toys.

Students can wash shaving cream off of the table or themselves after exploring shaving cream in a sensory bin. This activity creates a natural need to wash and the students will be able to use the word wash in a highly contextual situation.

STRUCTURED ACTIVITIES

Explicitly teach students about all of the times you **wash** during the day (e.g. wash body in the morning, wash dishes, wash hands, wash clothes, ect.)

Here is an example of a visual schedule that can be used:



Image: <https://www.tes.com/teaching-resource/i-can-wash-my-hands-sequence-support-12081445>

Adults can have a structured conversation about germs and the importance of washing hands and students can participate in this discussion. Throughout this lesson, use their device, your voice, and any other communication system to model 'wash'.

[Hand Washing for Kids - Get Rid of Germs Learn How to Wash Your Hands - Billy](https://www.youtube.com/watch?v=Vr6GQN-z_2sGorilly)
https://www.youtube.com/watch?v=Vr6GQN-z_2sGorilly -

This video may help aid in a conversation about washing hands.

VIDEOS, MUSIC, ANIMATED SHORTS

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

[Wash Your Hands Song - The Singing Walrus](https://www.youtube.com/watch?v=dDHJW4r3eIE)
<https://www.youtube.com/watch?v=dDHJW4r3eIE>

[Wash Your Hands with Baby Shark | Baby Shark Hand Wash Challenge | @Baby Shark Official - PinkFong! Kids' Songs and Stories](https://www.youtube.com/watch?v=L89nN03pBzI)
<https://www.youtube.com/watch?v=L89nN03pBzI>

[This is the Way We Wash Our Clothes - Song for Kids | Lingokids - School Readiness in English](https://www.youtube.com/watch?v=cRNaGwkEwB4)
<https://www.youtube.com/watch?v=cRNaGwkEwB4>

ART OR SCIENCE ACTIVITIES

Students and adults can create a visual schedule of the day, starting from when they wake up and ending at bedtime. In order to reinforce the new core word “**wash**”, adults can assist the student in printing out copies of their symbol or symbol sequence for wash, and cut and glue to on all of the parts of the day when we wash (e.g. bath time, meal time, after bathroom, ect.).

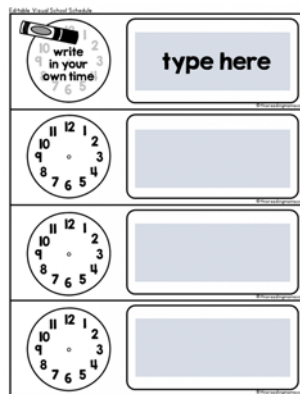
Here are some examples of what a visual schedule can look like:



Image on left: <https://whereimaginationgrows.com/visual-routines-empower-preschoolers-morning/>

Image on right: <https://www.pinterest.com/pin/355432595583719583/>

[The link](#) will bring you to a website that has a free template for creating a visual schedule that looks like the following image.



<https://thisreadingmama.com/visual-school-schedule-free/>

Students can use **“wash”** during art projects (or at the end). They may indicate “wash” when they wish to choose a new color paint, wash their hands, wash their paint brush, ect. Adults can support students in this activity by “thinking out loud” (e.g. “wow these brushes look dirty! Do you think it’s time to wash?”)

Students can also use “wash” to indicate that they need to wash themselves off during an art or science activity.

USE OF APPS OR OTHER TECHNOLOGY

Students can use the *Pepi Bath* application as a way to demonstrate hand

washing. Students can help pepi wash her hands by turning on the water, rubbing her hands with soap. Adults can model the word, 'wash' as the child or adult is helping Pepi wash her hands.

WORD WALL- Add the word, "**wash**" 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 Alisa Lego @ legoalisa@gmail.com.
Thank you!

CORE WORD: **Take a break**

For Educators, Related Service Providers and Parents

Aided Language Stimulation: 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 PHRASE

REQUEST (e.g. **take a break**)

NEGOTIATE (e.g. is it time now to take a break)

DIRECT (e.g. you take a break)

ASK QUESTIONS (e.g. can I take a break?)

SHARE PHYSICAL NEEDS (e.g. need take a break, tired need break)

MAKE CHOICES (e.g. take a break)

Learning and using 'take a break' may also help the students build **SELF REGULATION/EMOTIONAL REGULATION** skills!

Taking breaks leads to the [development of self-regulation strategies](https://hes-extraordinary.com/how-to-use-breaks-to-teach-self-regulation).
<https://hes-extraordinary.com/how-to-use-breaks-to-teach-self-regulation>

Adults should reinforce each time students requests to take a break, and use natural teaching moments when the students appears to need a break (e.g. tired, becoming frustrated, visibly upset, ect) to model this new phrase (e.g. student appears upset, the adult can say “you have been working hard, and you seem a little frustrated, it would be a good time to **take a break**). When doing this, be sure to include aided language stimulation strategies as discussed at the top of this page.

ROUTINES AND SCHEDULES

Snack/mealtimes Students can indicate that they want to **take a break** during snack time (e.g. take a break)

Circle Time or Morning Meeting Students can use ‘take a break’ to indicate that they want to take a break during circle time (e.g. take a break).

Activity Centers Students can indicate that they want to take a break during activity centers (e.g. take a break).

PLAY

Toys or Games Students can use ‘take a break’ when they are playing with a toy or playing with a friend to indicate that they want to take a break and do something else.

RECESS

Students can use ‘take a break’ when they are at recess to indicate that they want to stop and rest for a little while. Adults can support this by saying, “yes, you **take a break.**”

READING

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

[My No No No Day by Rebecca Patterson | Read Aloud Books for Children!](#)

<https://www.youtube.com/watch?v=x-Bpoj5fZr0>

Adults can use this book to highlight when the character may have needed to **take a break** (e.g. “she seems upset, what could she do?” or “what do you think she needs right now?”)

Students can also use ‘take a break’ when they are reading a book and need or want to do something else (ex: go to the bathroom).

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use **‘take a break’** during social interactions with peers.

Video Modeling - How to check my visual schedule by Christa Duncan
<https://www.youtube.com/watch?v=FS81d1P0l6k>

Video Model - Ask for a break at work - device.m4v by Villa Speech
<https://www.youtube.com/watch?v=Rmh3usXNiyo>

Video Model of Using a Communication System to Request a Break Lindy McDaniel <https://www.youtube.com/watch?v=f5DmCCME5nY>

SENSORY MOTOR:

Students can use **‘take a break’** to indicate that they want to take a sensory break. [This video](#) explains some ways that adults can modify the environment in order to limit the sensory input which may become overwhelming for students throughout the day. This can have a very calming effect on the students. This video can help teachers better understand their students and their physical needs and can also be used with students to give them some tips and tricks for when they need a sensory break (e.g. hug themselves).

The video also provides tips for parents for how to support their students in different environments such as a grocery store, or at home.

[Sensory Processing - General Calming Strategies Worcestershire Health and Care NHS Trusts](#)

<https://www.youtube.com/watch?v=Pu05WNLpyjY>

STRUCTURED ACTIVITIES

Adults can explicitly teach the phrase **“take a break”** to students by explaining why and when we may ask to take a break (e.g. when we are tired, frustrated, sensory overload, ect.). [This video](#) may be helpful in teaching the concept of taking a break and when to use this new phrase.

[Social Skills Video: Taking a Break to Calm Down - Everyday Speech](#)

(<https://www.youtube.com/watch?v=YMM67Le2VHA&t=16s>).



Visual aids are a way that adults can provide more support and clarity to students.

1. <https://www.pinterest.com/pin/287386019952569787/>
2. <https://www.pinterest.com/pin/26388347800433953/>
3. <https://www.boardmakeronline.com/Activity/2045020>

[Brain break cards](https://cdn.thisreadingmama.com/wp-content/uploads/2016/09/WBBCards-free.pdf) (<https://cdn.thisreadingmama.com/wp-content/uploads/2016/09/WBBCards-free.pdf>)

These brain break cards can be used to teach students some examples of “break” activities. Brain breaks are [very important for learning!](#) (link: <https://static1.squarespace.com/static/5b0edb3f266c07458c681630/t/5e74b91500619b55d3e0fbfe/1584707863356/Brain+Breaks+at+Home.pdf>)

<https://cdn.thisreadingmama.com/wp-content/uploads/2016/09/WBBCards-free.pdf>

VIDEOS, MUSIC and ANIMATED SHORTS

[Social Skills Video: Taking a Break to Calm Down - Everyday Speech](https://www.youtube.com/watch?v=YMM67Le2VHA)

<https://www.youtube.com/watch?v=YMM67Le2VHA>



https://www.pinterest.com/pin/AWXffMabzqJxJw36MvnJMwCp47r89FE7XgRESsf_96b0Z8XLfhY7dw/

ART OR SCIENCE ACTIVITIES

“Take a Break” Art Project: Students can create a collage of activities that they enjoy when they need to take a break (e.g. reading a book, quiet time, music, jumping, ect.) If possible, print out the symbol sequence for ‘take a break’ and place it at the top of all of their collage. Students can take this with them in order to let people know when they need a break and what kind of sensory break they want.

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using the paid app, *Pictello* (a powerpoint, google slides, or other story making platform) create a story about why we take breaks. “When I feel _____(sad, tired, confused, frustrated, ect), I take a break” to support the student(s) in understanding the phrase and its meaning. Adults can read this book with students and model the phrase throughout using ALS.

Predictable chart writing is another way that students can use **“take a break”** and work on their writing skills as well.

When I take a break I _____
When I take a break I _____
When I take a break I _____
When I take a break I _____

WORD WALL: Create a WordWall and add 'take a break' 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.

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