

## CORE WORD: **Stay**

### For Educators, Related Service Providers and Parents

#### STRATEGY OF THE MONTH

### **EXTENDING, EXPANDING AND ELABORATING**

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

### **WAYS WE CAN USE THE WORD**

DIRECT ACTION: (e.g., **stay** with me)

ASK QUESTION: (e.g., can we **stay**?)

SHARE INFORMATION: (e.g., I want to **stay**)

CLARIFY: (e.g., yes, **stay**)

### **ROUTINES AND SCHEDULES**

**Circle:** During circle time adults and students can remind their friends to **stay** seated (e.g., '**stay** in your spot').

**Snack:** During snack time adults and students can remind their friends to **stay** seated at the table (e.g., '**stay** in your seat').

**Recess:** At recess, students can say '**stay**' to indicate to their friends they want them to stay with them. Also, students can play kick ball or baseball and remind their friends to '**stay**' at the bases until it's their time to run.

## PLAY

During play, students can tell their friends to **stay** with them if they would like to keep playing together.

During imaginative play, students can pretend to be crossing guards and direct traffic by telling their friends who are driving cars to '**stay**' in their lane.

## READING

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

Why we **stay** home, Suzie learns about Coronavirus by Harris, Scott and Rodis, courtesy of Storytime At Awnie's House:

[https://www.youtube.com/watch?v=Qu07dj\\$VlNg&t=15s&ab\\_channel=StoryTimeatAwnie%27sHouse](https://www.youtube.com/watch?v=Qu07dj$VlNg&t=15s&ab_channel=StoryTimeatAwnie%27sHouse)

This book talks about COVID-19 and why it is the most safe thing to **stay** inside of our homes right now.

Don't let the Pigeon **Stay** up late by Mo Willems, courtesy of NomNomReadRead:

[https://www.youtube.com/watch?v=KaE3eg20Ng8&ab\\_channel=NomNomReadRead](https://www.youtube.com/watch?v=KaE3eg20Ng8&ab_channel=NomNomReadRead)

This book is about how Pigeon wants to **stay** up late and not go to bed. You have to make sure that Pigeon goes to bed and doesn't **stay** up too late.

**Stay:** A girl, a dog and a bucket list by Kate Klise, courtesy of Read Me a Book:

[https://www.youtube.com/watch?v=z1HbFzpnB9o&ab\\_channel=ReadMeABook](https://www.youtube.com/watch?v=z1HbFzpnB9o&ab_channel=ReadMeABook)

This book is about a girl and her dog. They do everything together, including getting older. As the dog gets older, the girl comes up with a bucket list to do with her dog to have great memories together.

A little spot **stays** home: a book about virus and safe distancing by Diane Alber, courtesy of KidTimeStoryTime:

[https://www.youtube.com/watch?v=3jynA1uTw9E&ab\\_channel=KidTimeStoryTime](https://www.youtube.com/watch?v=3jynA1uTw9E&ab_channel=KidTimeStoryTime)

This book is about viruses and how they travel and spread from person to person. As viruses spread, we need to learn about what we can do to keep ourselves and others safe by **staying** home when we should and keeping our distance from others.

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Adults and students can talk about when it is appropriate to **stay** at home and not come to school when you are sick in order to keep your friends from getting sick and so you can get better. They can watch this video "Colds, the Flu and You", courtesy of SciShow Kids, to help them understand:

[https://www.youtube.com/watch?v=4uzNnKm41W8&ab\\_channel=SciShowKids](https://www.youtube.com/watch?v=4uzNnKm41W8&ab_channel=SciShowKids)

## **SENSORY MOTOR**

Adults and students can use their hand to motion to others to '**stay**' where they are. The following video is an example of how to make a hand signal that represents '**stay**.' For bonus practice students can practice on a pet!

"How to Train Your Dog to Stay in 3 Steps - Force Free" courtesy of Zack George's Dog Training Revolution:

<https://www.youtube.com/watch?v=GAziMECDxD0>

## **VIDEOS, MUSIC, ANIMATED SHORTS**

**Stay** by KidzBop, courtesy of KIDZ BOP UK:

[https://www.youtube.com/watch?v=5U6YiEywIBU&ab\\_channel=KIDZBOPUK](https://www.youtube.com/watch?v=5U6YiEywIBU&ab_channel=KIDZBOPUK)

Healthy Habits While Social Distancing by Pinkfong, courtesy of Pinkfong! Kids' songs and stories:

[https://www.youtube.com/watch?v=Wx2Q\\_8sSKXw&ab\\_channel=Pinkfong%21Kids%27Songs%26Stories](https://www.youtube.com/watch?v=Wx2Q_8sSKXw&ab_channel=Pinkfong%21Kids%27Songs%26Stories)

**Stay** awake from Mary Poppins by Julie Andrews, courtesy of moviescenes4u:

[https://www.youtube.com/watch?v=8yC\\_voMY6kY&ab\\_channel=moviescenes4u](https://www.youtube.com/watch?v=8yC_voMY6kY&ab_channel=moviescenes4u)

Young adults:

**Stay stay stay** by Taylor Swift, courtesy of Taylor Swift:

[https://www.youtube.com/watch?v=BIOfs4VMtBA&ab\\_channel=TaylorSwift-Topic](https://www.youtube.com/watch?v=BIOfs4VMtBA&ab_channel=TaylorSwift-Topic)

**Stay** Awake by Dean Lewis, courtesy of Dean Lewis:

[https://www.youtube.com/watch?v=PzSQJwpljg0&ab\\_channel=DeanLewisVEVO](https://www.youtube.com/watch?v=PzSQJwpljg0&ab_channel=DeanLewisVEVO)

**Stay** by Alessia Cara and Zedd, courtesy of Taz Network:

[https://www.youtube.com/watch?v=LS2ifrLAadU&ab\\_channel=TazNetwork](https://www.youtube.com/watch?v=LS2ifrLAadU&ab_channel=TazNetwork)

**Stay** by Blackpink, courtesy of Blackpink:

[https://www.youtube.com/watch?v=FzVR\\_fymZw4&ab\\_channel=BLACKPINK](https://www.youtube.com/watch?v=FzVR_fymZw4&ab_channel=BLACKPINK)

**Stay** by Rhianna, courtesy of Team Comoco:

[https://www.youtube.com/watch?v=1YWDLjvfEs4&ab\\_channel=Team-Comoco](https://www.youtube.com/watch?v=1YWDLjvfEs4&ab_channel=Team-Comoco)

**Stay** by Sugarland, courtesy of Sugarland VEVO:

[https://www.youtube.com/watch?v=zPG1n1B0Ydw&ab\\_channel=SugarlandVEVO](https://www.youtube.com/watch?v=zPG1n1B0Ydw&ab_channel=SugarlandVEVO)

## STRUCTURED ACTIVITIES

Adults can explicitly teach students when we use the word “**stay**” (e.g., “you might say ‘**stay**’ when you don’t want to be alone or if you think you might need help”).

## **ART OR SCIENCE ACTIVITIES**

Students can make a traffic sign using popsicle sticks, construction paper, glue, and markers and with help from adults they can write ‘**stay**’ on it. This sign can be used during Red Light Green Light, or as a visual cue to remind students when they are supposed to **stay** at a particular spot (e.g., at snack time or circle time).

## **USE OF APPS OR OTHER TECHNOLOGY**

*Vacation Hotel Stories*: This app can be used to create different hotels where characters can **stay** at.

Google play:

[https://play.google.com/store/apps/details?id=com.playtoddlers.vacationhotelstories.free&hl=en\\_US&gl=US](https://play.google.com/store/apps/details?id=com.playtoddlers.vacationhotelstories.free&hl=en_US&gl=US)

Apple App Store: <https://apps.apple.com/us/app/vacation-hotel-stories/id1438862407>

**WORD WALL:** Create a WordWall and add ‘**stay**’ 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 Alisa Lego on Instagram @newfriendscollective or Beth Lytle [@blytle@mail.sfsu.edu](mailto:blytle@mail.sfsu.edu)

Thank you!

## CORE WORD: **Leave**

### For Educators, Related Service Providers and Parents

#### STRATEGY OF THE MONTH

### EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

### WAYS WE CAN USE THE WORD

DIRECT ACTION: (e.g., **Leave** now)

ASK QUESTION: (e.g., can you **leave**?)

SHARE INFORMATION: (e.g., I want to **leave**)

CLARIFY: (e.g., yes, **leave**)

### ROUTINES AND SCHEDULES

**Circle:** Adults can remind students that their parents have to **leave** after they get dropped off at circle time (this can be a very difficult time of the day for them).

**Dismissal:** Adults can play a goodbye song, like this one courtesy of The singing walrus, as students **leave** for the day to go back home. Adults can say "you're **leaving** now, goodbye! See you next time!":

[https://www.youtube.com/watch?v=0LDArAjf7-c&ab\\_channel=TheSingingWalrus-EnglishSongsForKids](https://www.youtube.com/watch?v=0LDArAjf7-c&ab_channel=TheSingingWalrus-EnglishSongsForKids)

## PLAY

During imaginative play, students can role play with stuffed animals or cars and pretend to go on a vacation. They can use '**leave**' to let their friends know that they are **leaving** for a trip.

## READING

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

**Leave** me alone: a tale of what happens when you face up to a bully by Kes Gray and Lee Wildish, courtesy of Storytime Now:

[https://www.youtube.com/watch?v=GCSYgGXt9mw&ab\\_channel=StorytimeNow%21](https://www.youtube.com/watch?v=GCSYgGXt9mw&ab_channel=StorytimeNow%21)

This book starts with a boy who just wants to be left alone. Animals keep on going up to him and asking him what's wrong and he just says, "**leave** me alone". Eventually, they find out that he has a giant who is bullying him. When the giant comes up to the boy, all of the animals stand together with the boy and something different happens!

Before I **Leave** by Jessica Bagley, courtesy of Storytime Bunnies:

[https://www.youtube.com/watch?v=AN7abPRKejc&ab\\_channel=StorytimeBunnies](https://www.youtube.com/watch?v=AN7abPRKejc&ab_channel=StorytimeBunnies)

This book is about an animal that has to move away. Before the animal **leaves** there are certain things they want to do.

**Leave** me alone by Vera Brosgol, courtesy of Auntie Lee Reads:

[https://www.youtube.com/watch?v=BFqfFbXRrA&ab\\_channel=AuntieLeeReads](https://www.youtube.com/watch?v=BFqfFbXRrA&ab_channel=AuntieLeeReads)

This book is about an older woman who just wants to be left alone. She cleans her house, packs up her bags and moves. As she moves, she runs into different animals that won't **leave** her alone and she continues looking for a new spot.

The Day the crayons quit by Drew Daywalt and Oliver Jeffers, courtesy of Books Alive!:

[https://www.youtube.com/watch?v=489micE6eHU&t=133s&ab\\_channel=BooksAlive%21](https://www.youtube.com/watch?v=489micE6eHU&t=133s&ab_channel=BooksAlive%21)



This book is about a bunch of crayons who quit drawing for a child and **leave** to do other things that they want to do. Each color writes him a note about what they don't like and why they decided to leave.

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Adults can practice with their students what they can say when someone is bothering them and they need space. They can say "Please **leave** me alone." to ask for the space they need.

## **SENSORY MOTOR**

Adults and students can point to the door and say "**leave**" simultaneously.

## **VIDEOS, MUSIC, ANIMATED SHORTS**

Where you are from Moana, courtesy of DisneyMusicVEVO:

[https://www.youtube.com/watch?v=RTWhvp\\_OD6s&ab\\_channel=DisneyMusicVEVO](https://www.youtube.com/watch?v=RTWhvp_OD6s&ab_channel=DisneyMusicVEVO)

Go Away!, courtesy of Super Simple Songs - kids songs (this can be used to show the monsters **leaving**):

[https://www.youtube.com/watch?v=Ec1cz\\_jHQM8&ab\\_channel=SuperSimpleSongs-KidsSongs](https://www.youtube.com/watch?v=Ec1cz_jHQM8&ab_channel=SuperSimpleSongs-KidsSongs)

**Leave** it all to me by Miranda Cosgrove from iCarly, courtesy of Miranda Cosgrove:

[https://www.youtube.com/watch?v=HPM05dQgdig&ab\\_channel=mirandacosgroveVEVO](https://www.youtube.com/watch?v=HPM05dQgdig&ab_channel=mirandacosgroveVEVO)

Young adults:

**Leave** (get out) by JoJo, courtesy of GodofVamps:

[https://www.youtube.com/watch?v=ggWyUEuGcWY&ab\\_channel=GodOfVamps](https://www.youtube.com/watch?v=ggWyUEuGcWY&ab_channel=GodOfVamps)

Never gonna **leave** this bed by Maroon 5, courtesy of Maroon 5:

[https://www.youtube.com/watch?v=ADmCFmYLn4&ab\\_channel=Maroon5VEVO](https://www.youtube.com/watch?v=ADmCFmYLn4&ab_channel=Maroon5VEVO)

**Leave** a light on by Tom Walker, courtesy of Tom Walker:

[https://www.youtube.com/watch?v=ngnkBdExjws&ab\\_channel=TomWalkerVEVO](https://www.youtube.com/watch?v=ngnkBdExjws&ab_channel=TomWalkerVEVO)

**Leave** me alone by the kidszn, courtesy of thekidszn:

[https://www.youtube.com/watch?v=OujdBusFsg&ab\\_channel=Thekidszn-Topic](https://www.youtube.com/watch?v=OujdBusFsg&ab_channel=Thekidszn-Topic)

## STRUCTURED ACTIVITIES

Adults can explicitly teach students what “**leave**” means. Adults can stress the meaning of this word during transitions throughout the day (e.g., from the classroom to recess) and students can practice saying “**leave**” as they leave the classroom at any point.

## ART OR SCIENCE ACTIVITIES

Using construction paper, scissors, glue, and markers students can create a sign that says “**leave**.” This can be used as a visual aid during transitions.

## USE OF APPS OR OTHER TECHNOLOGY

*My PlayTown*: Users can create their town and have characters go into stores and then **leave** the stores when they are done shopping. They can practice identifying when someone is **leaving** instead of staying in a certain area.

**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 Alisa Lego on Instagram @newfriendscollective or Beth Lytle @[blytle@mail.sfsu.edu](mailto:blytle@mail.sfsu.edu)  
Thank you!

## CORE WORD: **Communicate**

### For Educators, Related Service Providers and Parents

#### STRATEGY OF THE MONTH

#### **EXTENDING, EXPANDING AND ELABORATING**

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

#### **WAYS WE CAN USE THE WORD**

PROVIDE INFORMATION: (e.g. "this is how I **communicate**", "AAC means Alternative and Augmentative **Communication**")

ASK A QUESTION: (e.g., "how do you **communicate**?")

PROTEST: (e.g., "it's hard to **communicate** with you")

REQUEST: (e.g., "can you help me **communicate** with her?")

#### **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** Adults can facilitate a conversation about the different ways people **communicate** at snack, such as using words, pointing, using different facial expressions, using AAC, using a different language, using signs or gestures etc.

**Circle:** Adults can modify a familiar song and provide a choice board showing different modes of **communication** (AAC, words, facial expressions, gestures) referring to how we can communicate. For example, "this is how I

communicate, communicate, communicate, this is how I communicate, I use ...." (then the student can verbalize, select a picture from the choice board and/or use their AAC system to share one way they communicate.)

## PLAY

### Toys and Games:

Students can play barrier games which target a variety of **communication** skills including theory of mind, language concepts, descriptive language, vocabulary and grammar development, and communication repair. Adults can help the students by talking explicitly about **communication** strategies.

Here is a link to an article about barrier games with tips on how to include AAC users: Barrier **Communication** Games: Including Students with Disabilities! by Caroline Musselwhite:

<http://www.aacintervention.com/home/180009852/180009852/tips/2007/01jan2007/Barrier%20Communication%20Games.pdf>

Students can play "guess the object". Adults can facilitate by talking about how the students can **communicate** about something out of sight by asking and answering questions.

### Recess:

Adults can model, teach, and reinforce positive **communication** skills on the playground. For example, if a student gets out of a game of four-square peers can say "nice job, good try" or give high fives. Adults can tell students how they appreciate positive communication behaviors and how they help make friends.

Students can play games that involve non-verbal communication such as Red-Light Green Light using gestures. Adults can talk about how we can **communicate** with gestures.

## READING

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

[Communication, by Alike.](#) This is a longer video but can be broken down into separate lessons.

<https://www.youtube.com/watch?v=HKi2lk2Kcz0>

[Saying What You Mean--A Children's Book About Communication](#)

<https://www.youtube.com/watch?v=1hnLfnulwZw>

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Students who use AAC can work with adults to create a book, document, or message on their AAC device introducing “**How I Communicate.**” Students can practice meeting new people and telling them how they communicate.

Adults can teach AAC users and their communication partners strategies on how to repair **communication** breakdowns.

Adults can create video models of social communication skills while providing maximum prompting to get the desired responses from students. The adult can then edit out the prompts and students can watch. Adults can tell students that they are watching videos of how to **communicate** with peers and adults as part of explicit instruction about communication skills.

## **SENSORY MOTOR**

Students and adults can look in a mirror together, make faces and talk about how facial expressions can **communicate** emotions and internal states.

Adults can create sensory boxes and bins and provide AAC tools to help the child **communicate** about what they see, feel, hear. The adults can explicitly use words related to communication like “you told me” how it felt, “you communicated about what you saw using your device” or “you communicated with your face and body that you really liked playing in the water.”

## **VIDEOS, MUSIC, ANIMATED SHORTS**

[Repairing a Communication Breakdown Using AAC](#)

[Introduction to AAC](#)

[Repairing Communication Breakdowns with Categories and Phonemic Cues](#)

[Be A Whole-Body Listener by Jack Hartman \(talk to students about how it is important to listen when others communicate\)](#)

[B-52s Communicate](#)

<https://www.youtube.com/watch?v=d5AyaGwWqDA>

[Kenneth Carr Don't Hate Let's Communicate](#)

<https://www.youtube.com/watch?v=OZWFmfs7QNs>





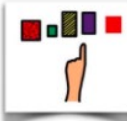


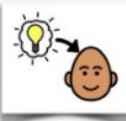





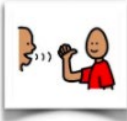

## STRUCTURED ACTIVITIES

Students can play a game that involves **communicating** a message, such as Pictionary, charades, telephone, or a barrier game. Adults can help the students think about strategies and AAC tools they can use to successfully communicate their message.

## ART OR SCIENCE ACTIVITIES

Students can make a collage of words, pictures, and symbols from their AAC system related to **communication** such as “listen”, “talk”, “tell”, “text”, “AAC device”, “think”, “turn” etc. Students can make their own **Communication Bill of Rights** using symbols and text from this poster:

**My Communication Bill of Rights**

 <p>I have the right to my own friends and social life.</p>	 <p>I have the right to ask for what and who I want and where to go.</p>	 <p>I ALWAYS have the right to say, "no!"</p>	 <p>I have the right to say what I feel.</p>
 <p>I have the right to make my own, real, choices.</p>	 <p>I have the right to say what think.</p>	 <p>I have the right to ask for, get and give information.</p>	
 <p>I have the right to know about the people in my life and everything happening to me.</p>	 <p>I have the right to be taught to communicate and have what I need.</p>	 <p>I have the right to have my communication system (and other tools), to have them working and to be with people who know how to set up, use and fix my communication system.</p>	 <p>I have the right to be heard and answered, even if I can't have what I want.</p>
 <p>I have the right to be part of my community</p>	 <p>I have the right to be treated with respect.</p>	 <p>I have the right to be talked to and not about.</p>	 <p>I have the right with be talked with in a way I understand.</p>

Adapted from the NJC Communication Bill of Rights 2016, ASHA by Kate Ahern, M.S.Ed. Mayer-Johnson Communication Symbols Used with Permission

Adults can present activities from the [One Community Lesson Plan](#) for **Communication** which includes communication lessons in art, science, English, math, technology, and health.

Adults can present the [Bill Nye Communication episode](#) to teach students about the science of **communication**.

Students can learn about how animals **communicate** by watching videos and reading books. There are many online resources for all age levels about animal communication.

## USE OF APPS OR OTHER TECHNOLOGY

*Chat feature in Zoom or Google Meet.* Teachers can let students know that this is one way they can **communicate** during online/distance learning classes.

Teach older students about how they can **communicate** electronically using different methods such as social media apps and texting. Research shows that texting and direct messaging are becoming predominant forms of social communication for teens.

[Here](#) is an article about how AAC users use social media to **communicate**.

Students can create a button on their device with a message explaining how they **communicate** and what partners can do to help. They can use this message when they meet new communication partners or to remind partners of what they need (such as wait time, etc.).

**WORD WALL:** Create a WordWall and add '**communicate**' 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 Jamie Deiner @ [deinerj@sfusd.edu](mailto:deinerj@sfusd.edu). Jamie is a speech and language therapist who primarily works with preschool students who use AAC and the teams that support them.  
Thank you!

## CORE WORD: **Speak**

### For Educators, Related Service Providers and Parents

## EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals as determined by the team. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is recommended that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

## WAYS WE CAN USE THE WORD

DIRECT OTHERS: (e.g., **Speak** louder)

REQUEST: (e.g., Can I please **speak** to you?)

SHARE INFORMATION: (e.g., I got to **speak** in front of the class.)

GOSSIPING: (e.g., He is not **speaking** to me anymore.)

ASK A QUESTION: (e.g., What language does she **speak**?)

GET HELP: (e.g., I need help with my AAC device because it's not **speaking**.)

GAIN ATTENTION: (e.g., I can **speak** with my talker now.)

DIRECT ACTION: (e.g., Please **speak** for me?)

MAKE CHOICES: (e.g., I want to use my talker to **speak**.)

## ROUTINES AND SCHEDULES

**Morning Meeting:** At morning meetings, adults can ask students, a variety of questions or even have TOPIC cards to foster conversation. Adults can make sure that everyone has a turn to **speak** in whatever way they communicate. (e.g., let's **speak** about cats vs. dogs, or pizza vs ice cream, or your favorite song. This open-ended activity can provide an open platform for students to share their ideas, opinions, and comments). Students can then become leaders by coming up with their own topics.

**After School:** Adults and students can set aside time to **speak** to each other about what they did at school. Adults can use the student's talker to express what happened during their day and pause and wait for students to express what happened during the school day as well. Adults can ask them about specific activities that they would enjoy speaking about or motivated to share such as what games or toys they played with or what happened at recess.

## PLAY

### Toys and Games:

Students can take turns holding a play microphone and direct each other to **speak** in a variety of ways. For example, they can prompt each other to speak loudly, softly, quickly, slowly, sadly, angrily, and even speak in a funny voice.

Adults can support, scaffold, and encourage the students to **speak** using any form of communication they use. Adults can amplify the fact that there are many ways to communicate.

Adults can model and express a variety of communication functions such as commenting or requesting as they engage in child directed play. Any and all attempts at communication in any form are accepted, embraced, and reinforced. Adults can acknowledge that any communication attempt, (verbal or AAC) is considered a form of **speaking**.

Students can take turns playing Simon Says, by **speaking** each directive, (using verbal speech and/or the AAC system). This can help support directing actions.

## READING

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

[Speak Up](#), by Miranda Paul, Caroline Schaab

<https://www.youtube.com/watch?v=dYqmTy0LgEA>

[Mice Squeak, We Speak](#), by Tomie dePaola, Mrs. Clark's Reading Corner

<https://www.youtube.com/watch?v=gEac-maxuQU>

[Martha Speaks](#) by Susan Meddaugh, Courtesy of Story Time at Awnie's House

[https://www.youtube.com/watch?v=OM4ygV8\\_k9o](https://www.youtube.com/watch?v=OM4ygV8_k9o)

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Adults can recognize the many ways their students **speak** and communicate during interactions, (e.g., verbally talking, gestures, using eye gaze, pointing, moving their bodies, using low-tech communication boards, and using communication systems). School classrooms, communities and societies contain a diverse population of learners and communicators. We are making progress in increasing the awareness of the many ways that we all use technology and AAC to communicate, (such as texting or emailing). The more we **speak** about this topic to the wider community, the more awareness and understanding the school community can have.

Some ideas to address more direct capacity building might be to do one or more of the following: Inviting typical peers into classrooms where students use AAC systems and teach them how they can communicate and speak with one another, SLP's and teachers can host short presentations for classes on topics like Ability Awareness and AAC in Everyday Life which can increase awareness, knowledge, curiosity, and compassion. The ideas are endless. Please share some of your ideas with us.

Facilitating ways for students with complex communication needs to communicate and speak with each other is no small feat. Provision of wait time and providing systems and targets for high-demand activities, (timewise) will be necessary for successful communication interactions, (e.g., using a Step by Step to answer a question or to read a repeated line helps achieve participation). Now, more than ever, we are relying on the CORE words as the words to be attuned to, as they can be utilized in a variety of contexts and have so much power.

We, as SLP's, Educators, Para Pros, Parents, and many other specialists are still figuring this out. We reach for guidelines in the AAC participation plans we

create but speaking with one another using AAC is that goldmine that is hard to find and does not happen overnight.

Building the safe community of communication partners seems to be the golden ticket.

We have all seen magic happen, when educators and parents and others view their students' communication systems as true extensions of themselves and where it is used throughout the day to **speak**. When students begin feeling comfortable **speaking** and communicating in structured situations, then more spontaneous communication often happens in a variety of settings. And with this expectation and with facilitation, encouragement and just communicating with one another using multiple modes then this expectation develops into a habit for our students. That's the magic! We expect them to speak and wait and respond to what they say.... whatever they say and relate it to the context we're in to give it meaning.

We continue to strive and to **speak** with one another in whatever form and engage across settings, classes, and situations.

### [Playing With Friends \(Social Story for kids\)](#)

## **SENSORY MOTOR**

Spotlight each student's communication system by writing a story on Pictello or Book Creator incorporating the senses about what it looks like, sounds like, feels like and how the student uses it to **speak**.

_____ AAC system looks _____
_____ AAC system sounds _____
_____ AAC system feels _____

## VIDEOS, MUSIC, ANIMATED SHORTS

[Speak](#), Music Video, Elana of Avalor, Disney Junior

<https://www.youtube.com/watch?v=o6NdglXWrP8>

### [MARTHA SPEAKS | Theme Song | PBS KIDS](#)

[Sing, Speak, Whisper, Shout - A song about different voices](#), Elementary Music Fun - Happy Tunes

[https://www.youtube.com/watch?v=HsTu\\_dYexUI](https://www.youtube.com/watch?v=HsTu_dYexUI)

[Proloquo2Go - Communication is Conversation \(by Assistiveware\)](#)

These students are talking to and with each other and adults are facilitating!

Young Adults:

[Don't Speak](#), No Doubt - NoDoubtTV

<https://www.youtube.com/watch?v=TR3Vdo5etCQ>

[Speak Slow](#), Tegan and Sara

<https://www.youtube.com/watch?v=bqL8o6SxUo>

[Snack Attack by Eduardo Verastegui](#) How could this interaction have been different if they could **speak** to each other? What would they have said?

## STRUCTURED ACTIVITIES

Compare two students' talkers (at a time), side by side and discuss the different ways that they **speak** using them. Adults can discuss how some students point to items, and some use their eyes or a switch to choose the words.

Chart Writing

Each student can fill in questions related to **speaking**

I like to speak to \_\_\_\_\_

I like to speak using my \_\_\_\_\_

I like to speak about \_\_\_\_\_

I like to speak in different places, like \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_.

Create or present each student's Message Item (Pre-recorded or created messages describing how an AAC user communicates): Sometimes, students do not have specific directions that can be utilized by a new communication partner that specifically describes how they communicate or speak, (in a step-by-step fashion). Once completed, this story or guide could be helpful to the next teacher or new caregiver who may not know how to use the AAC system. Others may then gain a better understanding of how the student **speaks**/communicates.

## ART OR SCIENCE ACTIVITIES

Students and adults can create a collage, entitled, **SPEAK**, containing pictures depicting each student's talker(s) in the classroom, and even the visuals that are utilized. The collage could be placed outside the classroom with an invitation to come and **speak** with us!

Students can create a drawing or collage of a mouth **speaking**. They can write a collection of topics or statements that they feel are important to **speak** about.

## USE OF APPS OR OTHER TECHNOLOGY

[Toca Tea Party app iOS:](#) Students can engage and increase motivation to speak by using their voice and/or AAC system to indicate what they want, in terms of a tablecloth, type of plate, food and drink. There are many opportunities to comment and request different types of music, (fast or slow), or whether they want to turn it off.

[Word Wizard app iOS](#): This app provides a talking, moveable alphabet that speaks each letter and additionally, provides word practice, scrambled letters, and spelling quizzes, (with the opportunity to use the built-in word lists or the opportunity to create your own). Enjoy

[Voice Meter Pro](#): is an iOS app that can help children and adults increase their awareness and even help them to control and monitor their speech volume.

**WORD WALL:** Create a WordWall and add '**speak**' 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 Michaela Sullivan, M.S., CCC-SLP @ [michaelasullivan2@gmail.com](mailto:michaelasullivan2@gmail.com) or Sophie Goodwin, M.S., CCC-SLP @ [sophiedgoodwin@gmail.com](mailto:sophiedgoodwin@gmail.com)  
Thank you!