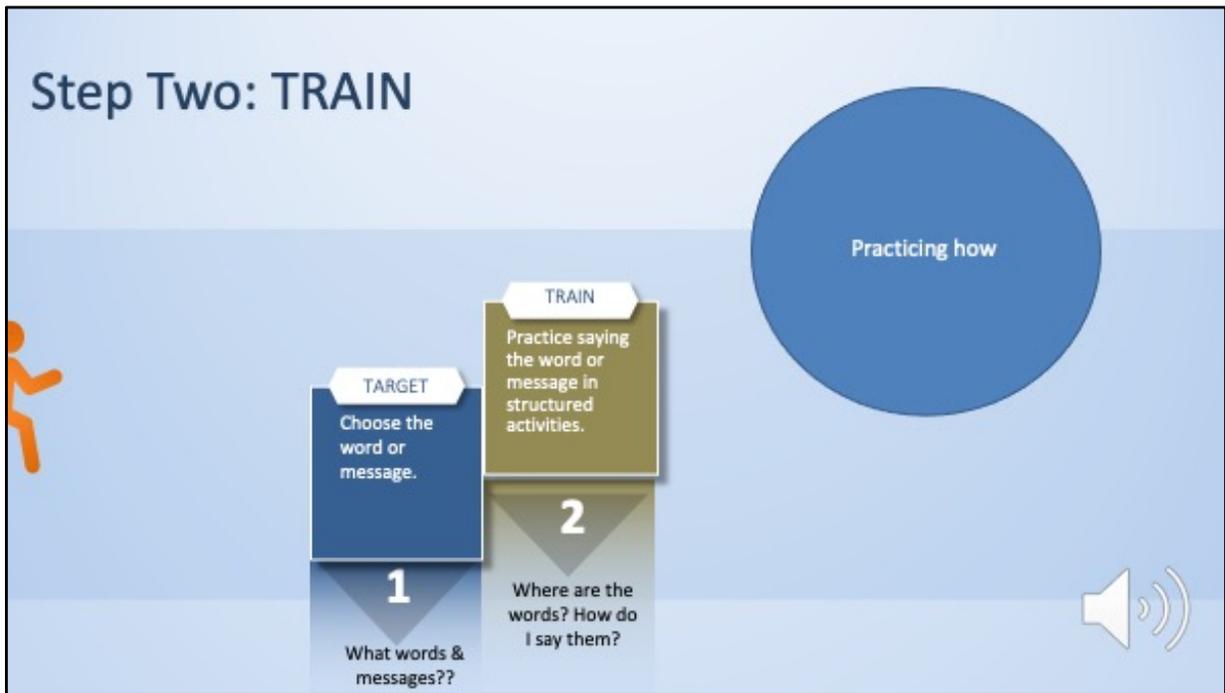




AC 101 steps to learning,



In Step Two- we begin the process of training HOW we say the word or message. We are learning where the symbol lives on our AAC system, what it looks or sounds like, the motor sequence to navigate through pages on our aac applications, and of course signing or saying the word, if that's appropriate.

The most significant thing to remember at this step is that we are not teaching the child to use the word for communication purposes. We are simply teaching them how to use AAC to say the word or message. We're teaching them things like how to navigate their device, where the symbol may live on a page, how to select the symbol on an eye gaze device by looking in the appropriate location. We might be teaching them what the symbol looks like, sounds like and what it means.

Find the Word, See the Word, Try the Word

DTA Schools

CORE WORD CLASSROOM

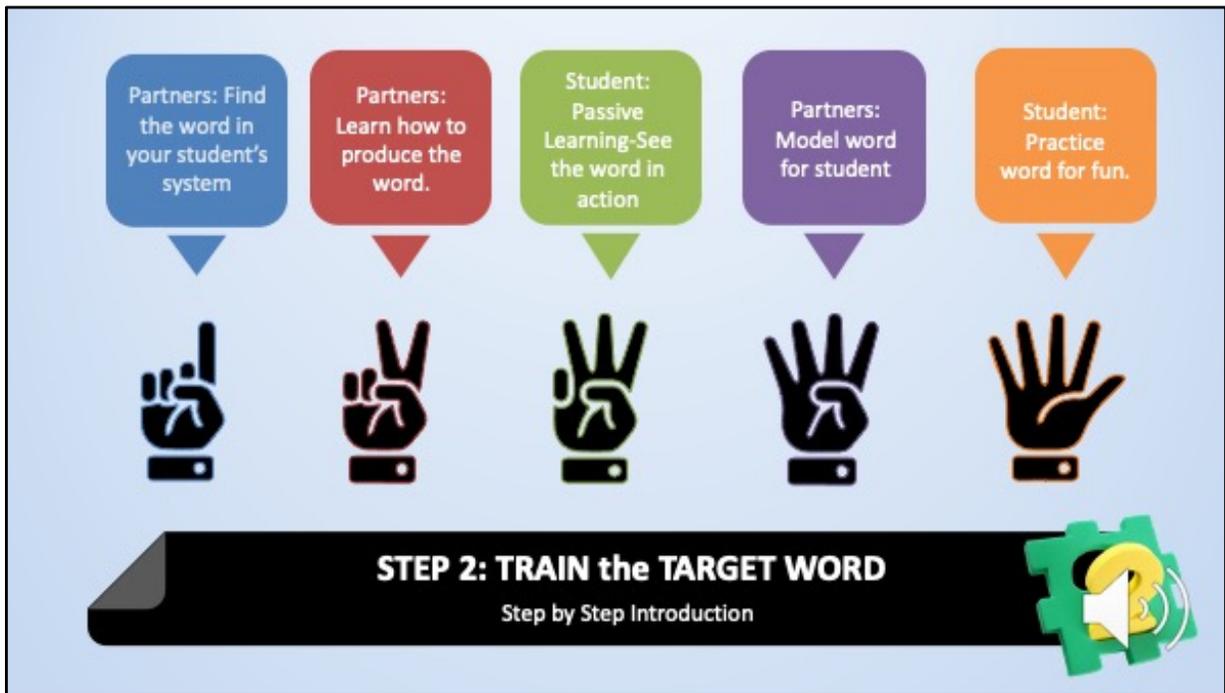
Structured Activities for Introducing the word "CAN!"

DTA Schools

2

PowerPoint Learning Slides for all 36 Project Core Words on our AAC 101 Page!

In stage two we are practicing finding the word, seeing what it looks like, and maybe even trying it out a little. We are not using it for functional communication. In order to make this nice and easy for our classroom teachers and therapists, we are beginning to create prepackaged PowerPoint to help you introduce the project core first 36 vocabulary words. Each PowerPoint will show you how to sign the word, where it exists on basic project core boards, and where it exists on the most common AAC applications. You will find curated YouTube videos giving examples of the word in action, books targeting the specific core word and even songs that repeat the word multiple times in a fun and memorable manner.



There are five components to training the target word. The first two techniques are just for the partners! Partners you will find the word in your students a AC system and learn how to produce it yourself. This is important because you will be your student model for how to produce the word. The student becomes involved in the third technique, but only a little! We want our students to passively learn by observing the location and production of the word. We want them to see it in action and begin to learn the concept. That's it no other responsibilities for them yet. The next step is for the partner to begin modeling the word for the student. We still aren't communicating so don't worry about being functional! You're just showing the students how to produce, or find the word in there a AC system.

Finally we're going to expect the student to give it a little try themselves. the student will be Moving from passive video watching to active engagement with slideshow This is a non-demanding experience where the student simply start to learn how to produce the word or find it in their system to go along with the videos they are watching on the powerpoint slide show. Again remember this is not for real communication just for practicing the FOR of communication

Practice the Word for Fun!

Favorite Apps for Teaching AAC Core Vocabulary
Apps to Target Labeling, Naming Words

DTA Schools Library of Core & Theme Books

As you and your student become more comfortable producing the word her message for practice you're going to introduce slightly less structured activities. You can practice the word for fun using iPad applications. Selecting the little pointer finger on the iPad image will take you to a wonderful list by Angela Mourad of her favorite apps for teaching aac core vocabulary!. At DTA schools we also have a large library of Corvo Cavaleri books that you can access by clicking on the DTA schools icon or looking in the DTA schools library.

also, using any activity that allows the student to practice saying their word to label or respond

- puzzles
- BINGO

...or any engaging activity that allows the student to practice “saying” the new word/message using their AAC system (or speech!)

Toys with pieces you can name-alphabet, nouns etc.

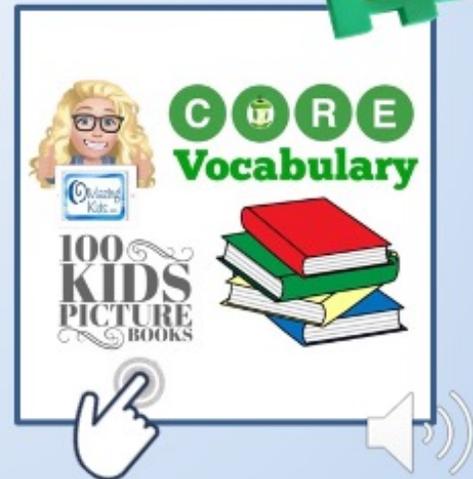
Changeable image game pieces- add symbols!
Augmentative Resources™

Interactive core word books- TPT and authors

No boring drill!

As a comfort level increases and we are able to use our word more fluently, you can begin to introduce more engaging activities that allow the student to practice saying their new word a message using their system. This can be things like toys with peace as you can name such as this alphabet puzzle. You can also use game pieces that allow you to change the image such as the spinner and felt covered dice were you can add your target word. Online you’ll find these interactive core word books as well both for free and through teachers pay teachers. These books allow you to interact with the words and symbols in a non-communicative manner.

...including quality children's literature that uses target word(s)



And finally don't forget to include high quality children's literature to target Core vocabulary words. Angela Mourad helps us out with this as well! She has created an inexpensive list of 100 quality children's books that target core vocabulary. Using these books steps of the demand a little bit, so be aware! Most of the books include four or more targeted core vocabulary words. This is a great way to begin to generalize do use of these words, again not for communication but for practice!