

AAC in the Preschool Classroom:

Infusing Core Language Intervention

Centre for Interdisciplinary Research and Collaboration in Autism

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More of the Same

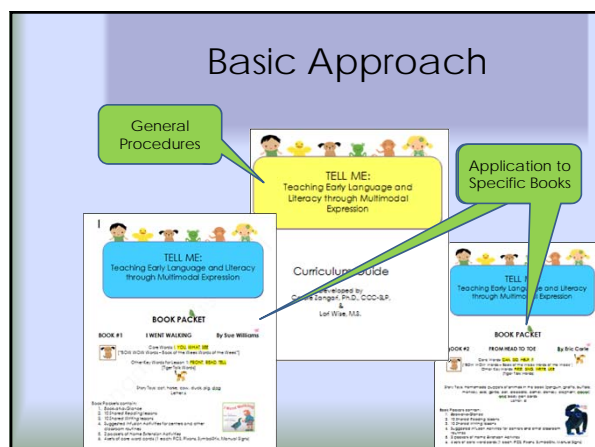
Trying to narrow the gap

+ Something New

Social Media

AAC Curricula

Basic Approach



TELL ME: Teaching Early Language and Literacy Through Multimodal Expression

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

Zangari, 2013 based on the work of Zangari & Wise, 2010-2013

Shared Reading Lessons

This section contains information about the 10 Shared Reading Lessons in the TELL ME Curriculum. More detailed instructions on how to apply this information to each specific book is provided in each of the 10 Book Packets.

Note: We use primarily lower case letters in creating word cards and other materials. Children see mostly lower case when reading so these are prioritized. Conventional rules of capitalization, such as capitalizing first words of sentences and all proper nouns, continue to be observed. However, we do try to use lower case letters whenever appropriate.

Total Lesson Time
To guide lesson planning, the approximate time it should take to complete each part of a lesson is suggested in the Lesson at a Glance tables. Implementers should use their discretion and modify the time frame based on the number of students, their ability levels and behavioral needs, teaching style, and personal preference. The times listed in each segment of the lesson tables can and should be varied to maximize effectiveness.

LESSON 1 at a Glance		
Setting the Stage	Activity	MATERIALS YOU NEED
4 minutes	Introduce new core words Review prior words	Word cards Word Card Board Personal SQDs Shared SQDs Tiger Talk Board
Getting Ready to Read	Introduce book	Book Tiger Talk Board
1 minute		
Follow Up Activity	Core word practice (words from current + previous book)	Storytapes Personal SQDs Shared SQDs
5 minutes		

Please see the note regarding total lesson time on page 11.

Shared Writing Lessons

This section contains information about the 10 Shared Writing Lessons in the TELL ME Curriculum. More detailed instructions on how to apply this to each specific book is provided in each of the 10 Book Packets.

LESSON 1 at a Glance		
Setting the Stage	Activity	Materials You Need
4 minutes	Show book to set topic Locate new core words on SQDs & review all core words (say & repeat) Introduce chart	Book Pocket chart (or board for word cards) Word/symbol cards Individual SQDs Chart paper, marker
Writing 1 minute	Introduce title of chart	
Follow Up Activity 3 minutes	Letter/sound song for the target letter for this book Letter Activity: Letter Stamping	Song Board Low tech SQDs with target letter Stamps, ink, paper

Please see the note regarding total lesson time on page 6.

BEFORE WRITING
Show the book to set the topic.
The teacher will hold up the book to show to the students. She will say, "Here's our book. It has lots of words we know."
Locate core words on SQDs & review story core words (say & repeat).
The teacher will review the story core words one by one, showing the cards that have the word and AAC symbol for each. The facilitator will help each child find those words on their SQDs. They will also support children learning Tiger Talk words by pointing out those words on the child's SQD as the teacher says them. The teacher will present each card, say the word, and have the students repeat it using their natural speech or prepackaged SQDs. Let's do it together. Let's say our words... Ready... Go... students

Infusion Activities

This section explains various activities that enhance the direct instruction of new core words in the TELL ME Curriculum. Language and literacy experiences are infused into each aspect of the daily routine so that children get hundreds of opportunities to practice their new words each week. Teachers should infuse as many activities as possible from the list below. In each one, staff should create opportunities for use of as many of the core words as possible. Remember that our list of core words is cumulative. It grows longer with each book.

A suggested sequence of activities is provided in the Book & A Glance table that is in each Book Packet. Teachers may vary from this suggested plan as long as there is a similar number of learning activities that include the core words. In other words, teachers may substitute one activity for another but should not reduce the number of TELL ME activities that are done each day.

FOR ARRIVAL: These activities are designed to be completed every day.

1. Have a sign announcing the Book of the Week and Words of the Week (BOW-WOW) and Tiger Talk Words in the Arrival Area.
 - a. Point out the new book and words to students and discuss with them.
 - b. Be sure to include any words learned in previous books.
2. Sing the NAME-O Song (tune of SINGO). Use visual supports with photos of the children and their names.

This song is sung using the names of all participants.

I like to say good morning to
A friend I like a lot, oh!
L.O.R.I. L.O.R.I. L.O.R.I.
And L.O.R.I. is her name, oh!
3. Search the signs in the Arrival Area for the Special Letter Talk about the sound it makes.
4. Use as many previous core words as possible, as well as the new core word vocabulary.


FOR CIRCLE TIME

1. Introduce BOW WOW and Tiger Talk words.

Home Extension Activities

Home Extension Activities are designed to be sent home so that the children can show what they are learning with their families. This provides them with additional practice in learning the language skills targeted for each book. It also helps families stay current with what is happening in the classroom.

These activities are developed into packets (TELL ME SHARE Packets). There are two packets per book (one per week) contained in each Book Packet. In the beginning, the SHARE Packets are either made and placed few demands on families in order to get them accustomed to this approach. As the curriculum progresses, new information is introduced. This gives families additional options for activities to extend the learning into the home environment.



Our Sharing Sheep is the symbol for the SHARE Packets. SHARE stands for Send Home Activities Ready to Enjoy. Here is a sample of what the SHARE Packets contain.

The Week 1 Share Packet includes:


1. Introduction to the TELL ME curriculum
 - a. Families will get a handout packet explaining the TELL ME curriculum and the role of the Home Extension Activities.
 - b. They will also get a list of books in the curriculum in case they would like to purchase them for home use.
2. A list of BOW WOW (core) words for the book
3. A list of Tiger Talk (additional vocabulary) words for the book
4. A short note from the teacher relating curriculum activities to each specific child. This should address things that are unique to that individual. For example:
 - a. How the child is making using manual signs.
 - b. Where the new vocabulary is on his/her AAC device.
 - c. Word approximations the child uses for the BOW WOW or Tiger Talk words.
 - d. Things that you would like families to know or do that are highly specific to this child.

The Week 2 Share Packet includes:

1. BOW WOW (core) words

Why focus on core vocabulary?

- High frequency words
- Great potential for generalization across activities
- Foundation for real progress in language development
- A struggle for many teachers/SLPs



Zangari, 2013 based on the work of
Fenson & Wike, 2010-2013

Core Word Selection

- Available research & scholarship (e.g., Banajee; Van Tatenhove)
- Developmental patterns
- Linguistic foundation
- Opportunities for frequent use in preschool classroom
- Important for other teaching strategies
- Authentic teacher input

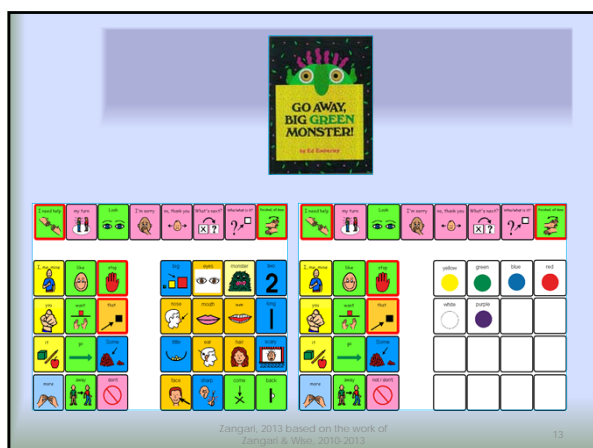
Zangari, 2013 based on the work of
Fenson & Wike, 2010-2013

- **Pronouns:** I, my/mine, you, it
- **Verbs:** can, come, do, go, eat, feel, get, give, have, help, like, know, play, read, see, show, sing, stop, tell, walk, write
- **Nouns:** boy, brother, father, friend, girl, hand, head, mother, sister
- **Modifiers:** again, angry, bad, big, busy, different, good, happy, little, messy, sad
- **Time & Place:** first, front, here, later, now, there, today.
- **Other:** all gone, and, away, down, on, no/not, ready, what, where

Zangari, 2013 based on the work of
Zangari & Wike, 2010-2013

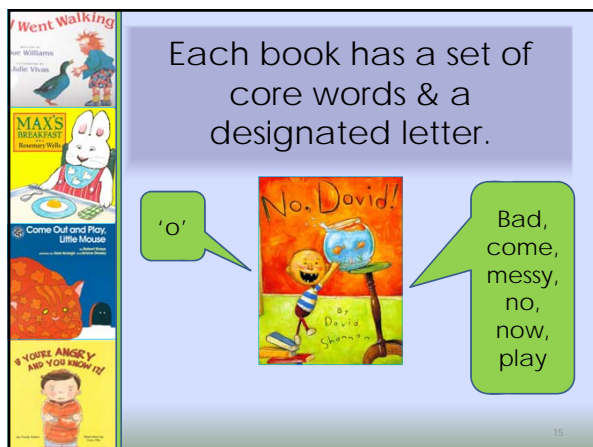
Sample Core Word Board

I	can	help					
my/mine	do	tell				here	hands
you		like				first	head
it		read	write			front	
		see					
				good			
	have	sing				what	



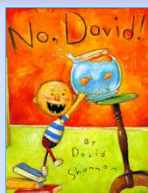
Selecting Books

- Predictable and repetitive sentences
- Pictures support the text
- Not too much print per page
- Interesting and appealing to the children
- Readily accessible books; Teacher preference
- "Follow-up friendly"
- Many opportunities for core word practice

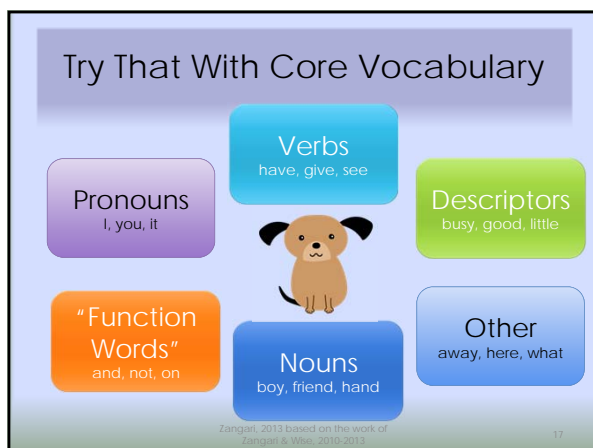
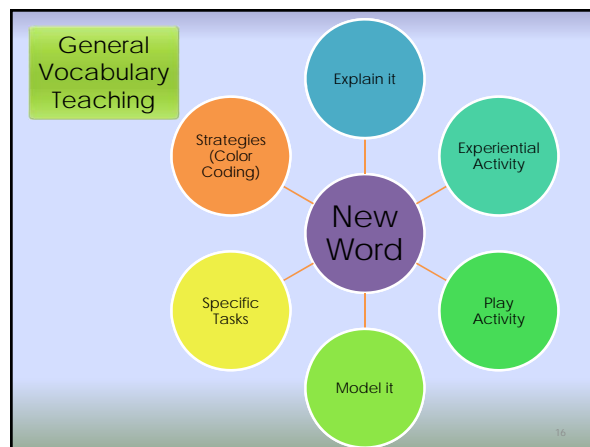


Each book has a set of core words & a designated letter.

'o'



Bad, come, messy, no, now, play



Try That With Core Vocabulary

Pronouns
I, you, it

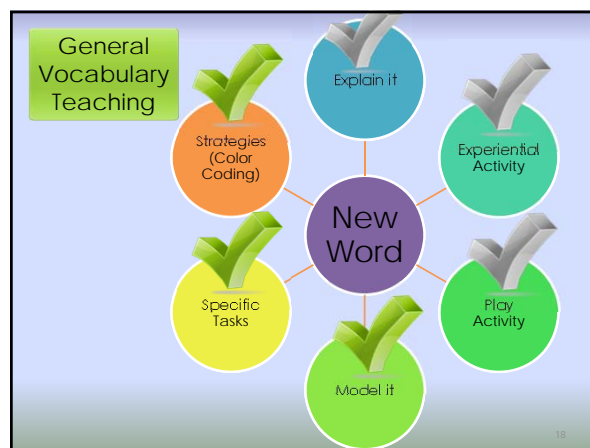
Verbs
have, give, see

Descriptors
busy, good, little

"Function Words"
and, not, on

Nouns
boy, friend, hand

Other
away, here, what



Teaching Core Words

- All Children: 4-6 new words/book
- Some children: An additional set of 2-4 words
- As the weeks progress, we keep using words covered in previous books.
- Words are shared with families.



Zangari, 2013 based on the work of
Zangari & Vike, 2010-2013

Shared Reading



Shared Reading

- Teacher/therapist explicitly models the strategies & skills proficient readers use.
- Teacher/therapist and children read together repeatedly to explore, discuss, and enjoy the text.
- Text is fully visible to both teacher/therapist and children.



Shared Reading offers many opportunities to learn that...

- Reading is enjoyable.
- Books have pictures and print.
- The reader turns the pages
- When the reader reads, she is reading the marks on the page. The marks are letters.
- Letters make sounds. Letters make up words.
- The words make up sentences.
- The reader tracks print.
- There are other Concepts of Print.
- **Print has meaning!**



But mostly, shared reading is used to **teach language.**



Shared Reading is the context for core word practice.

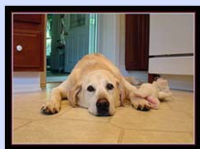
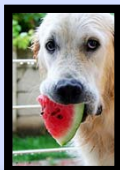


Emergent Literacy Level

- Little or no experience with print
- Learning concepts of print
- Learning how to use pictures to gain meaning

"Oh no!"

You need to look at picture to see what's wrong.



"What fun!"

You need to look at picture to see what is so fun... Or, is it?

And Beyond



- Alphabet knowledge
- Learning about new words
- Learning about fiction and nonfiction
- Learning to talk about books
- Learning to use pictures to support comprehension
- Developing a desire to learn to read
- Gaining confidence
- Building self-concept as a reader
- Reading alongside their peers
- Learning to make connections between self and text
- Comprehension






Moving onto Kindergarten

- Familiar with reading experiences and knows some words
- Beginning to notice how words are different or the same
- Making connections to their own experiences
- Continuing to learn how to make meaning from print
- Learning about different topics



SAMPLE Shared Reading Lesson Example: TELL ME CURRICULUM Book 2

LESSON 5 At A Glance		
	ACTIVITY	MATERIALS YOU NEED
Setting the Stage  8 minutes	Music: If You're Happy and You Know It Review core words Locate highlighted words Review FIRST page of the book Establish purpose	If You're Happy and You Know It Song Poster Word Cards Word Card Board Personal and shared SGDs From Head to Toe Book Piggy Pointer Tiger Talk Board
Reading 5 minutes	Read the book	From Head to Toe book Word Cards Word Card Board Personal and shared SGDs
Follow Up Activity 3 minutes	Create WHO poster	WHO poster template WHO pictures to choose from Story toys Personal and shared SGDs

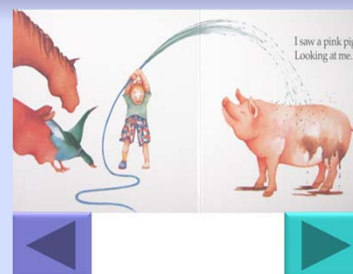
LESSON 2 At A Glance		
	ACTIVITY	MATERIALS YOU NEED
Setting the Stage 	Review core words Establish a purpose Review that pictures are different from words and review the concept of the first page	Word Cards Word Card Board Max's Breakfast book Tiger Talk Word Board
Getting Ready to Read	Picture Walk	Max's Breakfast book Word Cards Word Card Board Personal SGDs Shared SGDs
Follow Up Activity 	Core word practice Music	Story Toy Personal and shared SGDs This Is The Way Song Poster

SETTING THE STAGE

Review core words
The teacher will remind the students that the day before they talked about the words **ALL GONE DOWN WHERE GET ON**. She will show them the word cards and review them by holding each one up, saying the word, and asking the students to repeat the words.

When the teacher says **DOWN** she will say, "Everyone look up. **NOW** look **DOWN**! I am going to put this book **DOWN**. It is **ON** the floor. **WHERE** is it? It is **DOWN**!" Then she will say, "I am going to **GET MY** bubbles." The teacher should blow the bubbles toward the students. "The bubbles are going **DOWN**! Pop them." Once the bubbles have been popped, she should say, "The bubbles are **ALL GONE**! **WHERE** did they **GO**?" She will then say, "I will put the bubbles **ON** the table." The teacher may repeat this process depending on the students' ability to attend and their level of engagement.

Switch-Accessible Books on PowerPoint



Zangari, 2013 based on the work of Zangari & Wise, 2010-2013

30

Sample: Book 2, Day 5

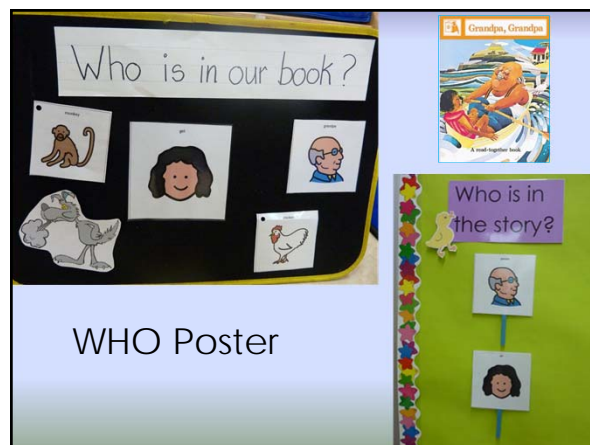
- **Teacher:** "Let's sing! I LIKE this song!"
- The children and teacher **sing** "If You're Happy and You Know It".
- **The teacher reviews core words.** "Everyone say CAN."
- **Teacher:** "Let's find our special words in the book... Oh! Here's one of our words! Let's say IT together... CAN."
- **Teacher:** "I need HELP! WHO CAN show me the FRONT of the book?"
- **Teacher:** "Let's read to find WHO was in the book."
- The teacher supports the children in **creating a WHO Poster.**

Key Elements

- Repeated reading
- Aided language input
- Frequent elicitations of core words

WHO Poster

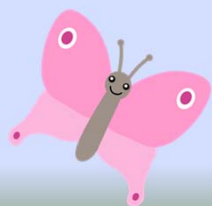
- To teach main character identification
- To focus attention on relevant information
- To build a bridge between the characters and reader's life



WHO Poster

WHAT Poster

- To teach story sequence
- To focus attention on relevant events/details
- To build retelling skills
- First... Then... Last



WHAT Poster



Story Map

- To practice visualizing the story and/or its details
- Using a visual structure to think about new information
- To focus on relevant details
- To sort new information into familiar categories
- To build skills related to:
 - Identifying the main idea
 - Describing
 - Retelling
 - Summarizing



Story Map for The Lunch Box Surprise



Shared Writing



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

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



Shared Writing

- Structured Language Experience Approach (Cunningham, 1979)
- Predictable charts to engage children in the writing experience.
 - "I see _____."
 - "At the park, I like to _____."
- Teacher/therapist and children compose text together.
- Teacher/therapist writes as children dictate.

Predictable Chart

- Teacher/therapist chooses
 - A topic.
 - A structure or predictable pattern for the children to follow
- Using the predictable structure, children learn:
 - That they can dictate their sentences.
 - That they can read their sentences.
 - A lot about letters, words, and conventions of print.



For Children Who Are First Learning AAC

Dictate responses using:

- Choice boards made specifically for the activity
- Personal SGDs
- Shared classroom communication devices
- Communication boards, books, eye gaze boards

Zangari, 2013 based on the work of Zangari & Wise, 2010-2013

43

Shared Writing Lessons Teach...

- Core word review
- Letter recognition
- Word recognition
- Letter activities
- Expressive writing (dictation)
- Reading
- Listening in a group activity
- Fluent reading
- Use of technology as an alternate presentation mode
- Name recognition




But mostly, shared writing is used to **teach language**.



Predictable Chart Writing is the context for core word practice.



SAMPLE Shared Writing Lesson Example: TELL ME CURRICULUM Book 2

LESSON 2 at a Glance		
	Activity	Materials You Need
Setting the Stage 	Review story core words (say & repeat) Review title	Pocket chart Word/symbol cards
5 minutes		
Writing	Begin sentence dictation w/ 2 adults + 2 children Read back sentences using SGDs Find an 'd'	Predicable chart with title & carrier phrase ["I LIKE to ____"] Markers Individual SGDs
12 minutes		
Follow Up Activity	Letter-sound song for 'D' Letter Activity: Crayon Rub	Song Board Low tech SGDs with /d/
5 minutes		

BEFORE WRITING



Review story core words (say & repeat)
The teacher will continue the say-and-repeat review of the BOW WOW words, showing the word/symbol cards, and placing them on the pocket chart. Facilitators will continue to support the children and will help them say the words on their SGDs, as needed. They will also support children learning Tiger Talk words **DIFFERENT** and **THERE** by pointing out those words on the child's SGD as the teacher says them.

Review title
Using the PPT chart book, the teacher reads the title of the predictable chart and points to each word as it is read. "NOW, let's **READ** our title. It is, 'WHERE is the Egg?'"

WRITING

Clap sentences on PPT chart book
Using the PPT version of the chart, the teacher reads each sentence. Everyone claps each word as it is read. Facilitators will provide support as needed.



Core word hunt
"I need **HELP**! Let's find our special words." The teacher will show a few BOW WOW word cards and have children find them in the chart. For Tiger Talkers, the teacher may facilitate finding those words **DIFFERENT** and **THERE**, if appropriate.

Find the special letter
"CAN YOU **HELP** me find our special letter, 'u' **NOW**?" The teacher will pick a few children to look for the special letter for this book, 'u'. She will highlight the letter "u" in the chart text and remind

48

Sample: Book 2, Day 2

- **Teacher:** "Let's WRITE about how we CAN move. Ms. Amy, your turn."
- **The teacher reads the first part,** "I like to _____," pausing so that the child/adult can finish the sentence with an SGD.
- **The teacher transcribes** the response. "I like to jump." (Amy)
- **Teacher:** "Let's READ WHAT we wrote." The teacher will read the chart line by line pointing to each word as she reads it. She will pause at certain points when the children can read along using their SGDs.
- Letter song
- Letter Activity

10-day sequence of
shared reading &
shared writing lessons.

Literacy activities used
to **teach language**.



Infusing Core Word Practice into the Preschool Day



Classroom activities are the context
for core word practice.



Why Infusion Activities?

To provide for multiple opportunities to
practice core words



To give teachers the flexibility to select
what works for their classrooms

Arrival Time

- Sign announcing Book of the Week
- Songs for segmentation, rhyming, letter-sound correspondence, etc.
- Search arrival area for the Special Letter.



Circle Time

- Introduce core words
- Say & Repeat
- Modify songs to allow for children to say (or use SGDs) core words
- Search for Special Letter in Circle Time



Outside Time

- Monkey See/Monkey Do
 - Animal Action with Puppets
 - Blow Bubbles
- Froggie Find (scavenger hunt)

Froggie Find	
Looking for	Found it
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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Quick Quack Questions



- During Snack Time
 - Beyond requesting
- Questions that give practice with book-related concepts and/or additional practice on core words
- Beyond choice-making
 - Build conversation skills by noticing and talking about other people/things



Who has fruit in their snack? "I do" with chart of fruit/no fruit

Who has an animal at home? "I do" with chart of animal/no animal

WHAT is your snack in? "I have bag/lunch box" with chart of bag/lunchbox

WHAT are YOU drinking? "I drink ____" with beverage chart

Centers: Buried Treasure

Story-related toys in rice/sand.
Prompt children to find the toys and practice saying core words.

"I found ____."
 "YOU found ____."
 "I SEE a ____."
 "WHAT DO YOU HAVE?"



Centers: Vocabulary Sort

Vocabulary Sort

The vocabulary sort activity uses a table top chart stand. There are two ways to do this. Each uses a pair of words.

1. Sort target word (e.g., read) and the target word with a NO/NOT symbol (e.g., read not).
2. Sort target word and another word (e.g., read and see).

Once you decide which type of sort you are doing, print out all the appropriate ROW WORD and target word and symbol cards and all the NO/NOT symbols.

Set up the table top chart so that it looks like the drawing below. Assemble pictures that represent the concept in each column. Look at the pictures one at a time and help the child place them in the appropriate column.

Target Word & PCS	Target Word & PCS

Centers: Vocabulary Bingo

- Core words are made into laminated Bingo-type game board.
- All Turn It spinner is set up with the same vocabulary.
- Children can be helped to activate the spinner, say the word that they get, and cover it on the game board.
- They can label each word again at the end before finishing the activity.



Here Are My Hands: Flower Craft



Symbols for **activity-specific** words that get added to the AAC system, used in conjunction with core word boards, SGDs, etc.

Zangari, 2013 based on the work of Zangari & Wise, 2010-2013

62

g. Cooking (Approximate Time: 10 minutes)

Use the provided visual instructions to guide students as they complete the cooking activity. Remember to check for allergies and special diets. Make substitutions where appropriate.

Cinnamon Toast

Ingredients & Supplies:
1 loaf of bread
1 small container of butter or margarine
1 small bottle of sugar-cinnamon
Toaster
knives

Directions:

1. Remind students that cinnamon toast is a delicious idea for breakfast.
2. Toast a piece of bread for each student.
3. Spread butter or margarine onto the toasted bread. Students should do this if they are able.
4. Sprinkle sugar-cinnamon onto the buttered toast.

Highlight BOW WOW and Tiger/Talk words as appropriate.

"I cannot wait to **EAT** the toast."

"**FIRST** we will..."

"**LATER** YOU **CAN** **EAT** the toast."

"Are YOU **HAPPY** to **EAT** a toast?"

"**GIVE** me the cinnamon please."

"Are YOU **READY** to sprinkle **ON** some cinnamon?"

"**CAN** YOU **GIVE** this to your **FRIEND**?"

"**HELP** me."

"I will **EAT** this until it is **ALL GONE**."

"I **KNOW** this will taste delicious!"

"Put the toast **DOWN ON** the plate."

"**WHERE** is the butter?"

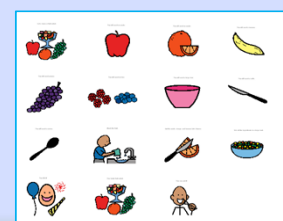
"**CAN** YOU **GET** me a plate?"

Cooking

Zangari, 2013 based on the work of Zangari & Wise, 2010-2013

63

The Lunch Box Surprise: Noodle Name & Fruit Salad



Zangari, 2013 based on the work of Zangari & Wise, 2010-2013

64

Core Language Matching

- Using the symbol set/system from their SGD, children can match symbols-to-symbols for core words.



Go Away Big Green Monster: Lotto



Games
with
Rules

Centers: Alphabet Book

- Children co-author small alphabet books (e.g., "S is for _____").
- Provides experience with:
 - Writing their names conventionally or with stickers, or symbols.
 - Phonological awareness: Identifying pictures with the initial sound
 - Reading the book back when finished
 - Using core words (e.g., get, I, you, help)



Other Alphabet Activities/Games



Zangari, 2013 based on the work of
Zangari & Wise, 2010-2013

68

Centers: Collage Building

- Pictures (related to book and core words)
- Can also be sent home for further discussion about core words
- Adapted scissors for cutting



Reading: Direct Instruction

- Letter Sound Correspondence
- Sound Blending
- Phoneme Segmentation
- Decoding
- Guided Reading
- Sight Word Reading

Based on Cunningham, 2000; Erickson & Koppenhaver, 2003; Light & McNaughton, 2008



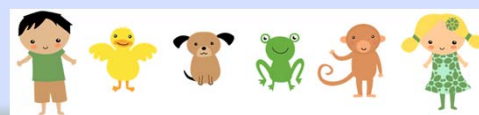
Goodbye Time

- Review the sign announcing weekly core words.
- Review QUICK QUACK QUESTIONS Chart.
- Search the signs in this classroom area for the Special Letter
 - Talk about the sound it makes.
- Chants or songs with core words



Parental Involvement

Working with Families to Support Carryover





Share Packets

- Weekly materials that include:
 - Info on the book and core words
 - Word cards
 - Suggested strategies and activities

BOOK 2, WEEK 1

BOOK 2: From Head to Toe (by Eric Carle)



BOW WOW Words: can do help it
Tiger Talk Words: first like sing write

Packets for Weeks 1 & 2

- Introduction to the curriculum
- A list of core words for the book; Symbols for the core words
- Activities to do at home
- A short note from the teacher
 - How the child is making/using manual signs
 - Where the new vocabulary is on his/her AAC device
 - Word approximations the child uses for that week's core words

Week 1: Awareness

- Building awareness of how the child communicates using multiple modalities
- Differentiating between what the child 'CAN' do & what he/she 'DOES'
- Skill Building:
 - Introducing the concept of modeling the AAC system
 - Basic concepts in eliciting language
- Teacher note

TELL ME Book 1: Words We Are Learning

We are learning more new words at school! Every week our list grows longer. Some are new and some are from other books we've read. Here are the words we are learning. Will you say them with me?

front
I
me
read
see
tell
what
you

Things We Can Say with These Powerful Words.

Me!!	Read (to) me.
What?	I see (the) front.
Front (of the) book	I see you!
I read.	I read book(s).
See me?	I tell you.
Tell me.	What (do) you see?
What book?	You tell me.

Things We Can Say with These Powerful Words.


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

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77

Week 2: Skill Building


- Continuing to focus on modeling core words.
- Using the AAC symbols for core words
- Building language facilitation skills
- Specific activities
 - E.g., Collage, mini book
- Additional resources
- Teacher note







All About CARS!

The **CAR** Strategy is used to help children put language to the world around them. It uses short sentences that focus on what the child is doing, saying, or looking at. It's a simple, but powerful strategy.

C = Comment
A = Ask a question
R = Respond and expand



- **C:** Comment on what the child is doing, saying, or looking at. Then wait 5-15 seconds.
- **A:** Ask a related question that the child can actually answer. Wait 5-15 seconds.
- **R:** Respond & expand on their answer.

APP	What is it?	Device	Company	Cost
TellPic 	Allows user to record a message and combine it with a photo. Photo with audio recording can be emailed.	iPad iPod	Chadwick Cook	Free
If You're Happy and You Know It 	Interactive animated book and activities for toddlers and children of all ages.	iPod iPad	Kids Game Club	Free
AutismXpress 	Teaches emotions and their respective expressions.	iPod iPad	Studio Emotion Pty	Free
123 Color HD: Talking Coloring Book 	Color, draw, paint, use stamps, stickers, add voiceovers. You can even use your own photos to	iPod iPad	Steve Glinberg	\$.99

Activities

2. If you haven't done so already, consider trying out the scripts that we discussed last week. It may be helpful to ask your child's teacher to show you how he/she does this with your child. Seeing someone else use new strategies and approaches can make a big difference. Here are some additional examples:

EXAMPLE 1: Washing Hands
 ADULT: Do you see that bubble?
 CHILD: I do.
 ADULT: You have messy hands!
 CHILD: My hands.
 ADULT: I see a bubble again! Do you see it?
 CHILD: I do.
 ADULT: We can wash again later.

EXAMPLE 2: Getting Dressed
 ADULT: I have your clothes. [shows clothes] I like this shirt.
 CHILD: I like it. [help child if necessary]
 ADULT: My shirt is blue too.

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3. Here are some activities we have done in our classroom. You can try them at home too.

The Mouse Trap Game: You will need at least four people to play this game. Two people are chosen to be a mousetrap. A child can be paired with an adult if assistance is required to do this. While facing each other, hold hands and hold your arms high. The mice (the other participants) should walk through the mousetrap-- either marching to music or to a familiar song. Blow a whistle or make another noise. All mice should stop and the trap (their arms) comes down and catches any mouse that has walked under their arms. The mouse that is caught goes to the center of the ring and the game proceeds. The game ends when there is one mouse left. That mouse is the winner!

"YOU are a **LITTLE** mouse!"
 "We are **BUSY PLAYING**."
 "Catch your **BROTHER/SISTER**!"
 "**LATER** we **CAN PLAY** this with your **FATHER**."
 "**NOW** the mouse trap will **COME** down!"

Activities

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BOOK 2, WEEK 2

Notes for _____

This is the type of prompting or support we provided to your child:

Here are some things _____ has been practicing at school. _____ can say:

Specific instructions for you:

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PARENT REPORT

Please complete the following checklist and return to school on _____ so that we can use your feedback to guide our instruction.

	Natural speech	Speech generated device	Signing
1. My child used some core words this week by using his/her (circle one)			
2. My child showed interest in participating in this week's activities.	YES		NO
3. My child repeated core words after hearing the words.	YES		NO
4. My child spontaneously used core words.	YES		NO
5. This was difficult for us this week:			
6. I have a question about:			

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A Curricular Approach

Framework can be replicated by teams to meet their own needs for core vocabulary instruction with:

- Their own books, set of words, types of AAC, types of learners, age group, etc.
- Ideas for group and individual instruction that is systematic and intense
- Their preferences for activities
- Flexibility to work within another more comprehensive curriculum
- Strategies that go beyond the curricular approach

25

Thank you!

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