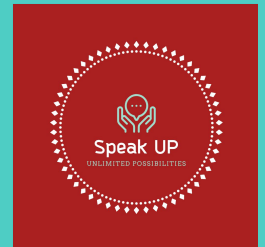


Disclosures:

- Employed at Bluffton Harrison MSD



- Co-owners of Speak UP, LLC





Who Needs
Reservations When
You Can Get.....

Core Vocab To Go!



Our appetite for change...

- **“Sit and Get” was not working**

- **Many of our students had limited experiences**



Select Vocabulary

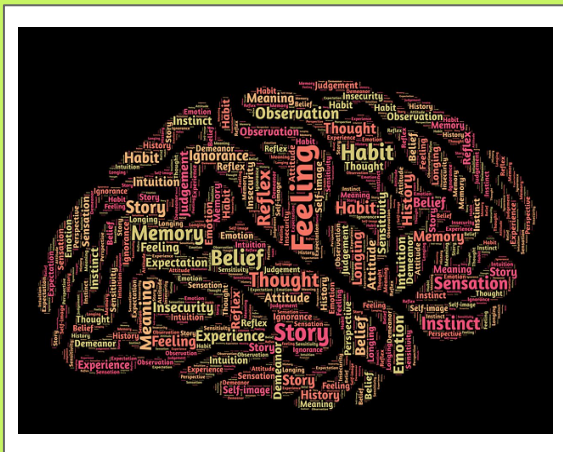
Plan

Implement

Collect Data

Embed

The extra value menu of vocab instruction: "Go and Show!"



Change is mostly limited to those situations in which the brain is in the mood for it. If you are alert, on the ball, engaged, motivated, ready for action, the brain releases the neurochemicals necessary to enable brain change. When disengaged, inattentive, distracted, or doing something without thinking that requires no real effort, your neuroplastic switches are “off.”

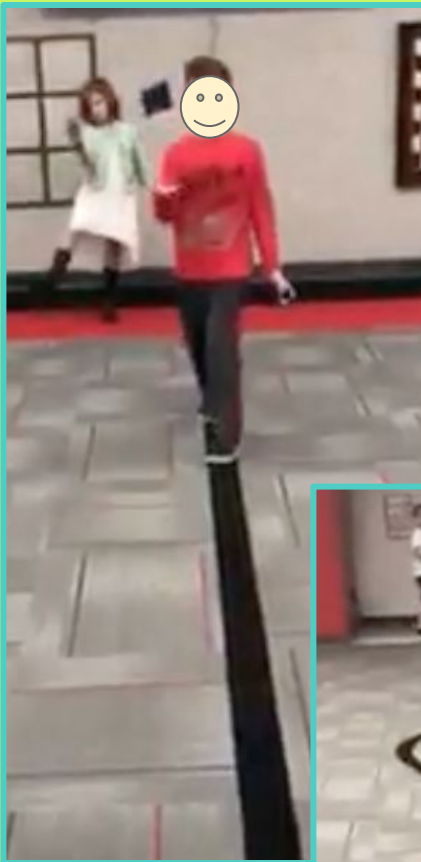
*Ten Fundamentals of
Neuroplasticity*
-Debbie Hampton

Brain Gym: a movement-based program for optimal learning.

[Brain Gym](#)

Minds in Motion: program designed to stimulate visual and auditory processing and motor skills for increased learning.

[Minds in Motion](#)



Step 1:

Select your
entree

Select your target vocab

- ▣ Core list
- ▣ Academic standards
- ▣ Age/interests

100 Frequently Used Core Words

Interjections (social words)

yes	no
thank you	please
hi / hello	good-bye

Pronouns

I	me
my	mine
you	it
he	she
we	they

Question Words

what	when
where	who
why	how

Preverbs (helping words)

be	is
am	are
was	were
do	did
can	have
will	

Verbs (action words)

go	stop
turn	make
look	see
find	put
open	close
eat	drink
get	help
want	need
say	tell
come	read
like	feel
color	let's
work	play
finished / all done	

Adjectives (descriptive words)

more	one
big	little
fast	slow
same	different
pretty	red
blue	yellow
good	bad
new	old
happy	sad

Prepositions (placing words)

on	off
in	out
up	down
to	for
under	with

Determiners (pointer words)

this	that
some	all

Conjunctions (connecting words)

and	but
-----	-----

Adverbs (tell when, where, how)

not / don't	now
here	there
away	again

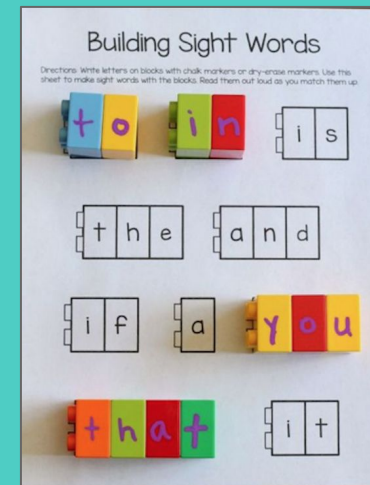
Word List based on:

- Banajee List of Toddler Vocabulary
- Dolch Pre-Primer & Primer
- Gail Van Tatenhove First 50 Words
- LAMP Starter Words
- PRC Core Starter Sets
- Clinical Judgment



Why core?

- 84% of Core Words are Dolch words



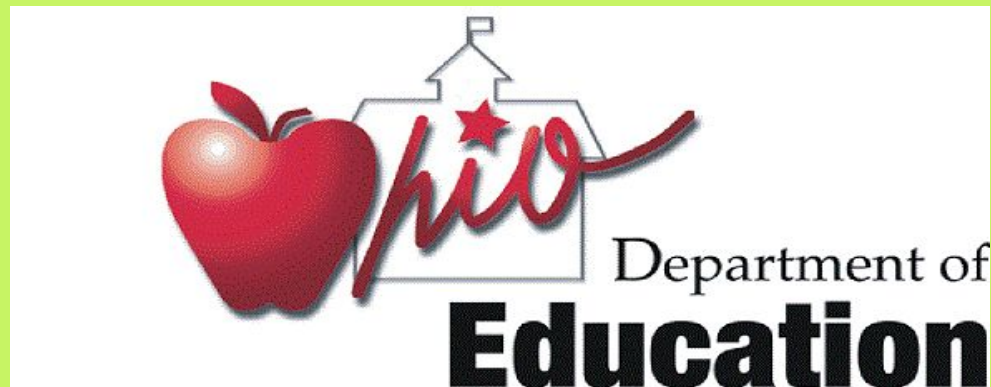
Another related issue is that the most effective communication results from the fastest and most automatic access to the most frequently used words (Hill and Romich, 2000). The core vocabulary of a natural language consists of those words of high frequency that are of general conversational use. Examples of general core vocabulary words would be pronouns, articles, and prepositions. Low frequency or extended vocabulary consists primarily of nouns. To learn more about vocabulary selection for AAC, take the Self-Study Program course on AAC Symbols and Language Representation Methods.



<https://www.doe.in.gov/standards/content-connectors>

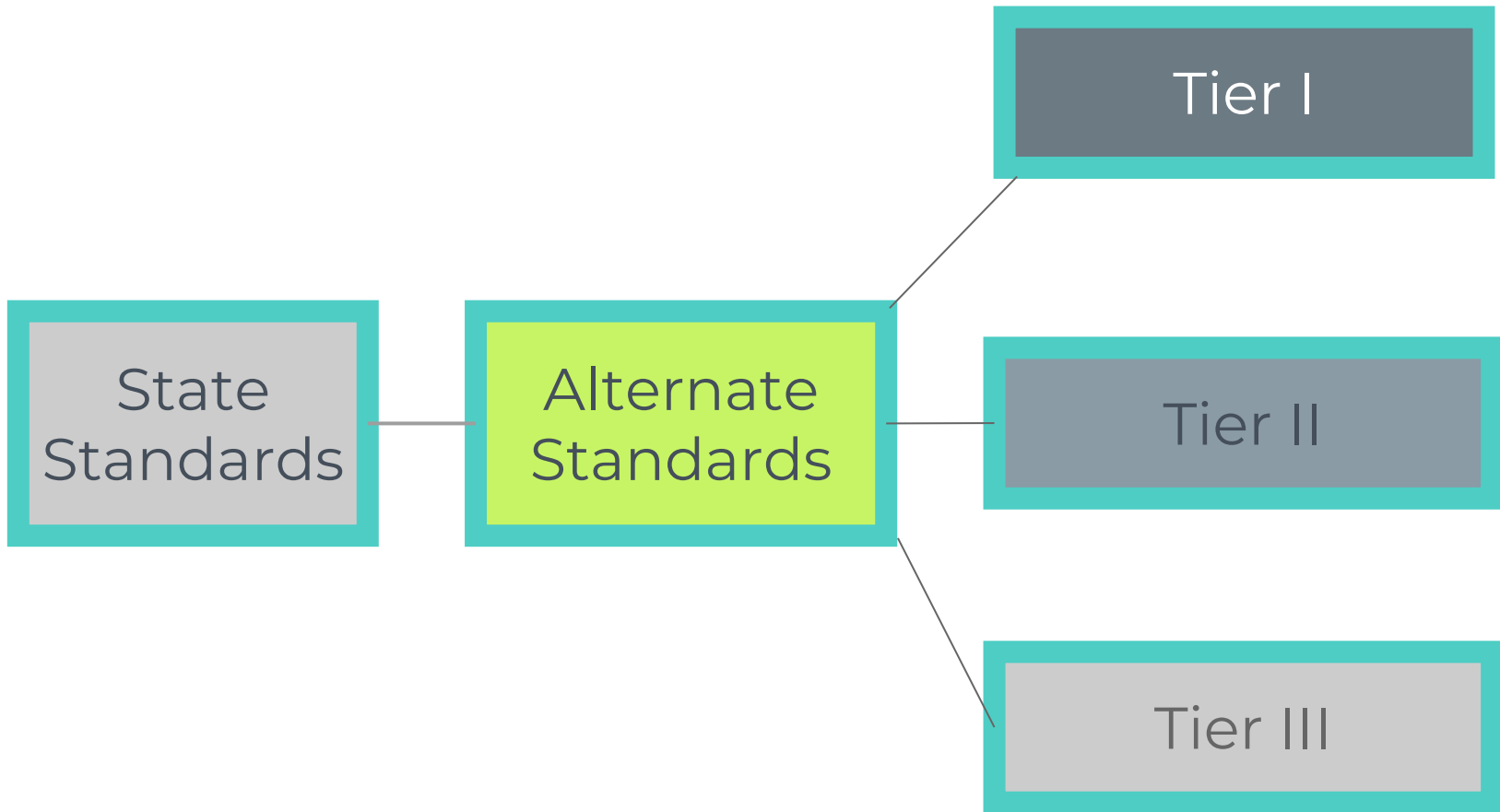


[Kentucky Alternative Standards](#)



[ohio alternative standards](#)

The Basics



Alternate Standard Tiers

Tier 1

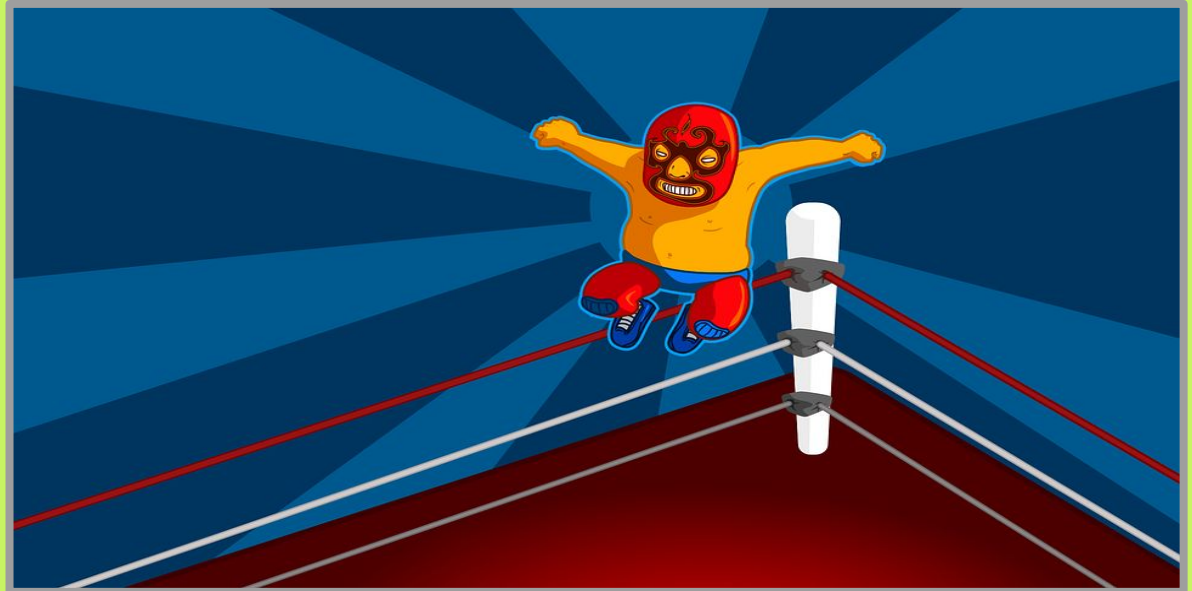
Establish functional means of communication; foundational skills (pointing, indicating, sorting, matching, sequencing) - activities associated with the skill development needs to directly relate to content

Tier 2

Basic content application

Tier 3

Very close or mirroring the content connector.



**What do your
students want
to talk about?**



What are your students' interests?



Every Day I wonder if today will be the day I SCREAM!



Step 2:

What size?
Do you want
fries with
that?

Plan

- Brainstorm activities - collaborate with staff
- Consider how to appeal to the senses
- Work smarter, not harder - use what you have in new ways
- Staff know how to utilize devices and where to locate targeted vocab

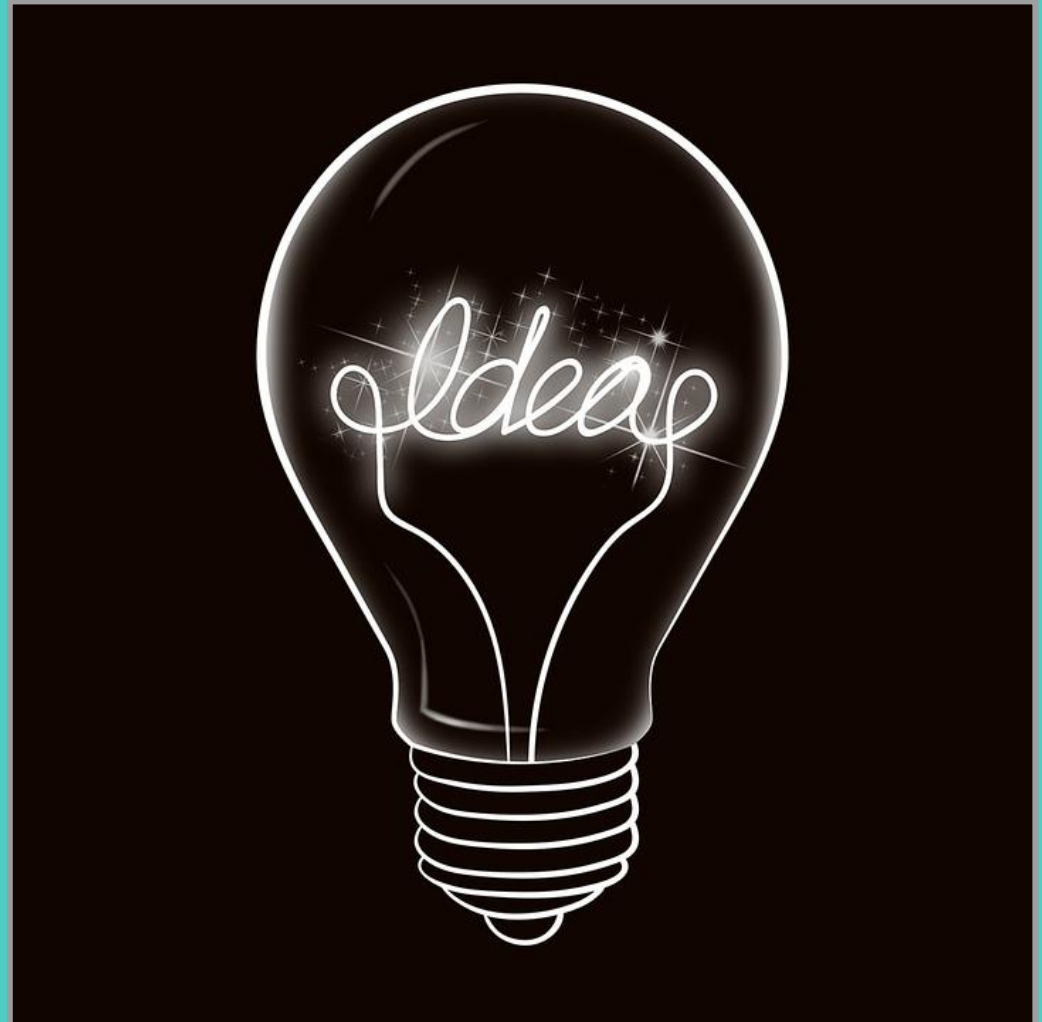


**How many
ways can we
come up with
to use the word
_____?**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Where can I get new ideas?

- AAC
Language
Lab
- PrAACtical
AAC
- Wings
Works
- Pinterest





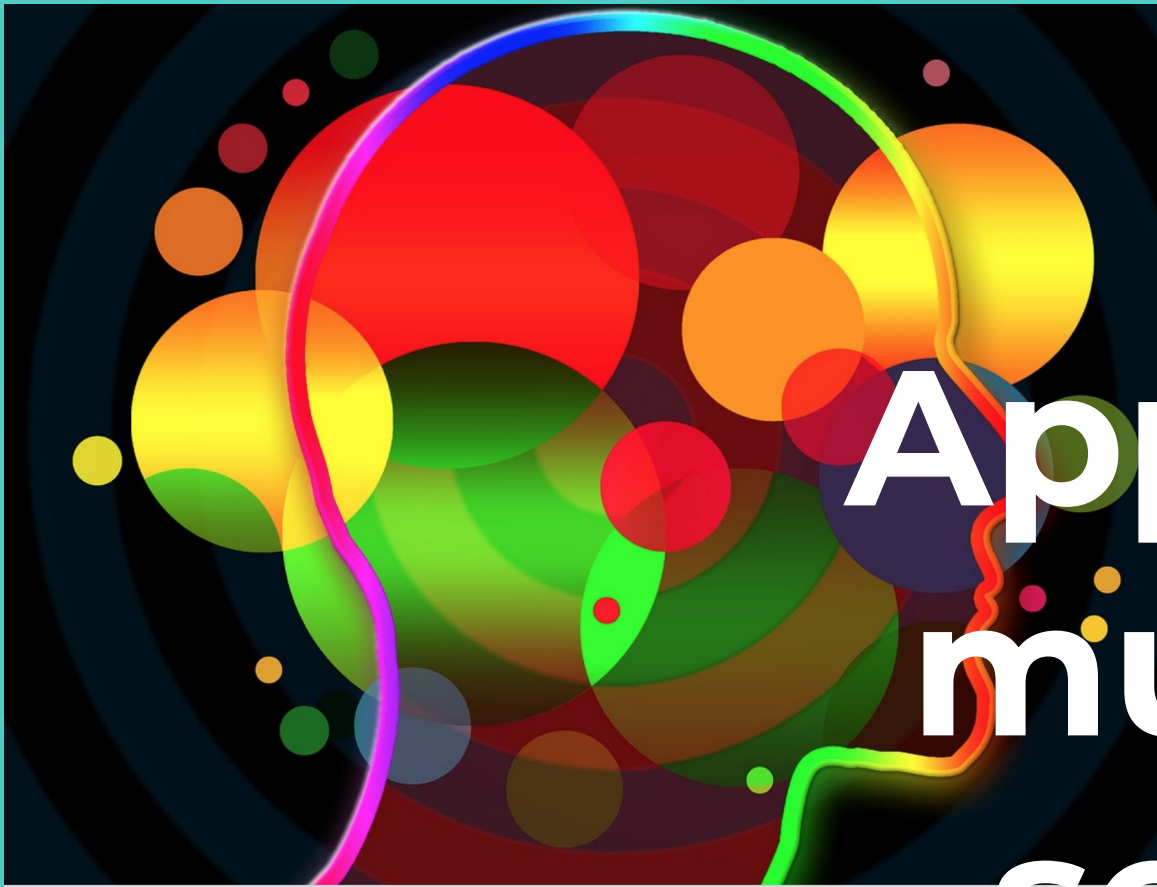
Collaboration Tips...

- Utilize social media
- Screencastify
- Share maps and lesson plans
- Send invitations - let people know what you need
- Don't be ashamed to ask and tell

Record your tutorials

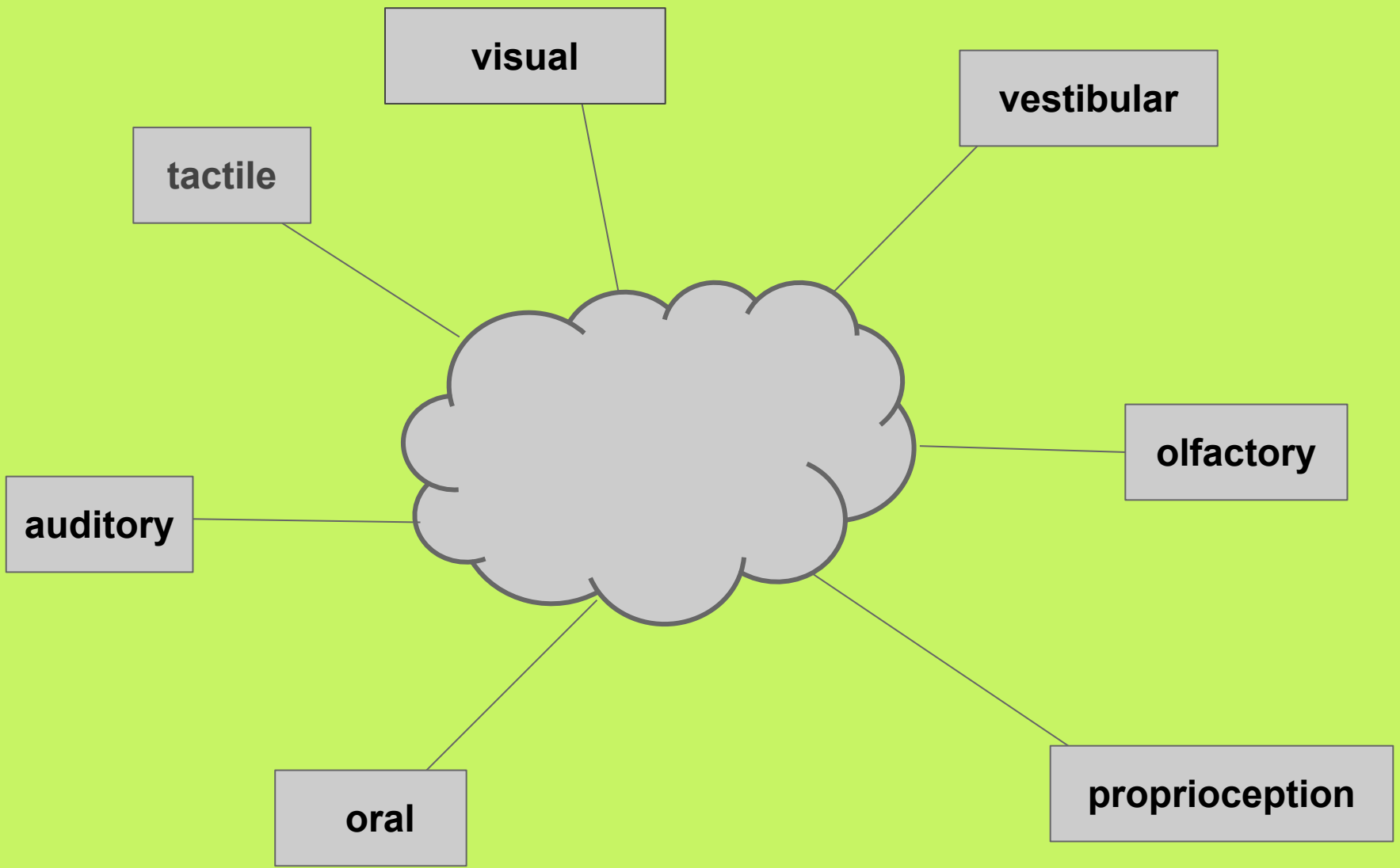
 [ADD TO CHROME](#) (IT'S FREE)

[Explore all plans](#)



Appeal to multiple senses

If you want to make something memorable, create
engaging sensory experiences



visual

vestibular

tactile

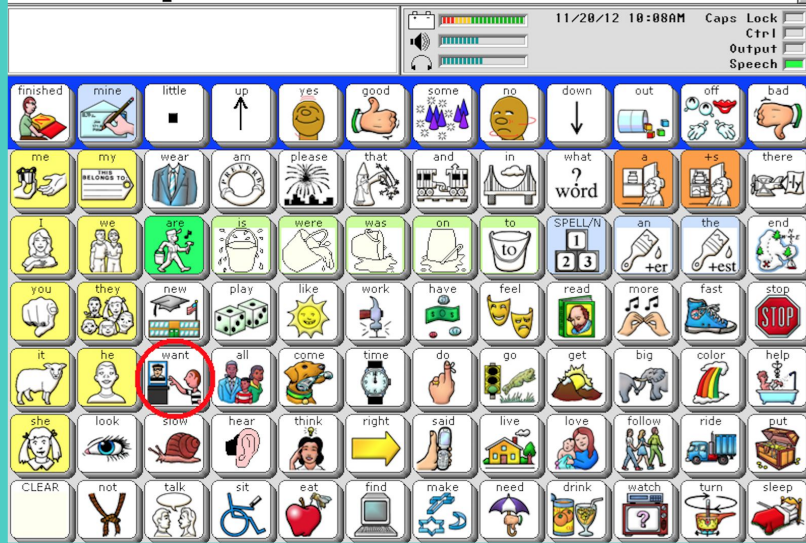
olfactory

auditory

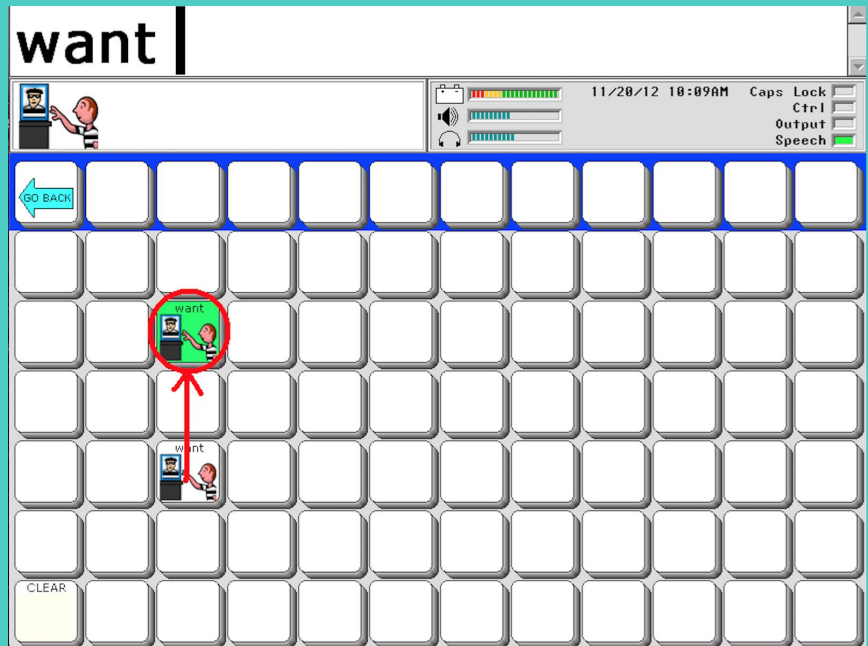
oral

proprioception

want |



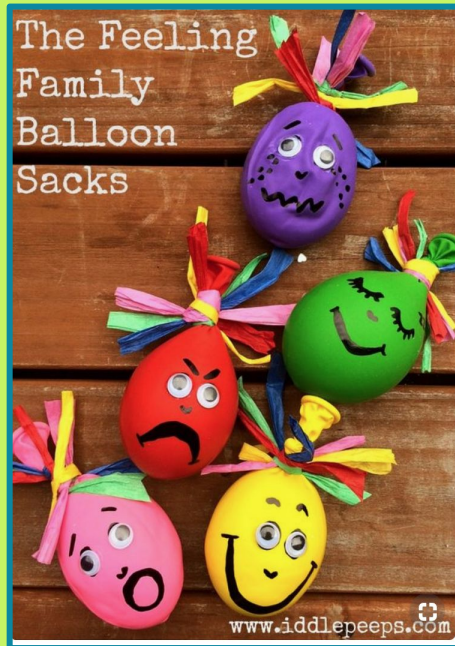
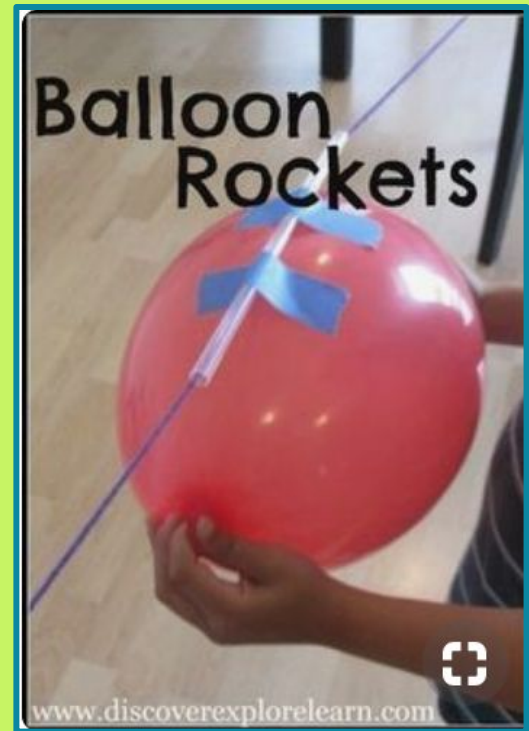
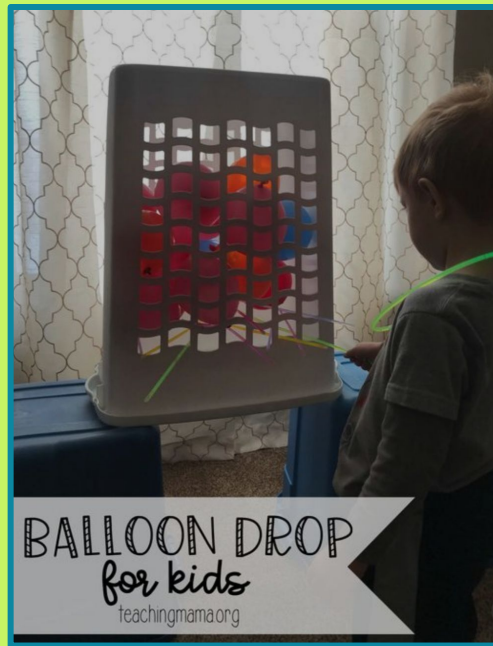
- Project on whiteboard
- Print static boards on placemats
- Make sure everyone knows how to use word finder



**Get creative with
the resources in
your building and
community.
You can do a lot
with a little!**



Balloons





EASTER EGG POM-POM POPPERS

Teach Beside Me



Maracas Made From Plastic Eggs, Recycle Those Easter Eggs!



AThriftyMom.com



LITTLE BINS
BY LITTLE W
HANDS

CATAPULT EASTER STEM

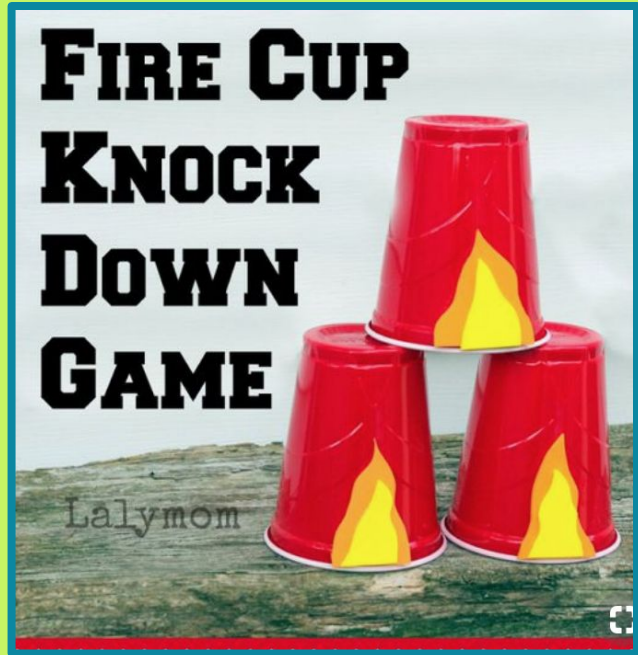
Plastic eggs



DINOSAUR EGGS ICY EXCAVATION SCIENCE



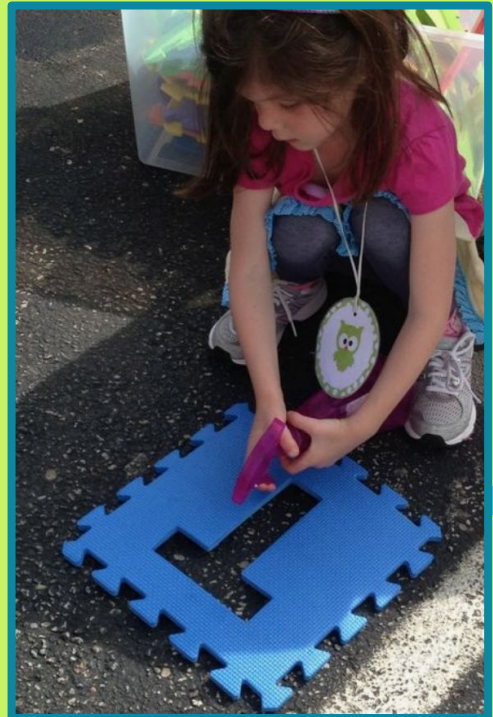
LITTLE BINS
BY LITTLE W
HANDS



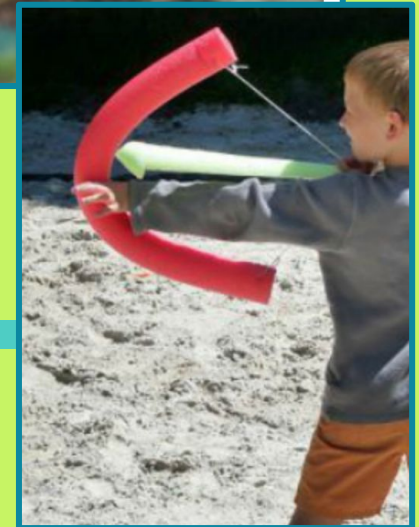
alphabet letter
splash!



Spray bottles



Pool noodles



PVC pipe



Spinning Nerf Targets



BALL DROP



Bed sheet

Step 3:

Grab your order and go!

Implement

- ▣ Introduce through video modeling
- ▣ Utilize aided language stimulation
- ▣ Provide multiple activities to encourage usage

Video Modeling

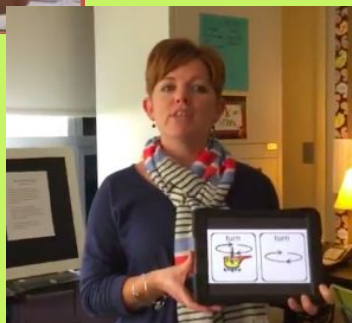


- Target a behavior for teaching
- Have the correct equipment
- Plan for the video recording
- Collect baseline data
- Arrange the environment for viewing

<https://autismpdc.fpg.unc.edu/evidence-based-practices>

<https://www.youtube.com/channel/UCBgSa-fRpJAGYpvlQssuC1A/videos>

It takes the ENTIRE school!!!

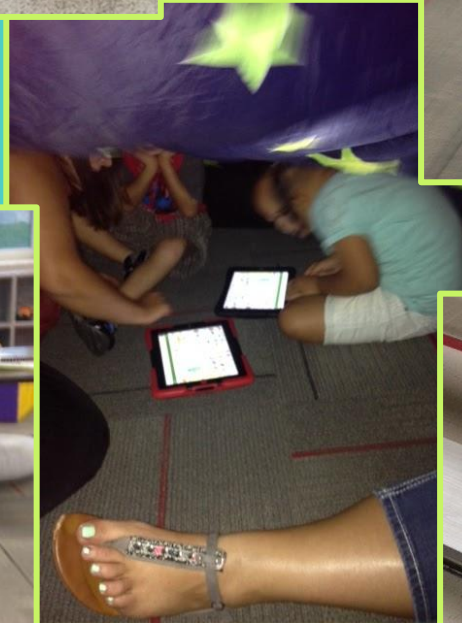


#bhesCOUNTonme
#bhes180DaysofLearning
#bhesBALANCE

Aided Language Stimulation

It's not about mastery: Try not to get trapped into thinking that AAC learners have to prove that they know their current words before we give them access to more. We do more harm by restricting access to vocabulary than we do by giving them too many words. Presume potential and continue to model!

<http://practicalaac.org/practical/5-tools-to-make-aided-language-input-easier/>





The benefits of exercise come directly from its ability to reduce insulin resistance, reduce inflammation, and stimulate the release of growth factors. - Harvard Health Publishing, April 2018



Step 4:

Complete the survey at the end of your receipt

Collect Data

- Paper forms
- Realize Language
- Google forms
- Labels



MM DD YYYY
 / / 2016

CORE WORD OF THE WEEK

Your answer _____

Activity/Class

Your answer _____

Who

Your answer _____

Independent

1 2 3 4 5 6 7 8 9 10

With Prompt

1 2 3 4 5 6 7 8 9 10

Verbal

1 2 3 4 5 6 7 8 9 10

Other Words/ Phrases/Sentences (LAMP)

Your answer _____

Other Words/ Phrases/Sentences (Verbal)

Your answer _____

Name: Josie Date: 8/28/17

Core Word of the Week: slow / fast

Activity/Class: Core Vocab

Who: N. Wingate

Independent: 1 2 3 4 5 6 7 8 9 10

With Prompt: 1 2 3 4 5 6 7 8 9 10

Verbal: 1 2 3 4 5 6 7 8 9 10

Other Words/Phrases/Sentences (LAMP):

star
car
yes

a. to
independent +
prompt +

wkst w/ sentences -
found on lamp
independently except "bug"
"bird" "frog"

I see a cat
bird
bug
frog
dog
fish

Other Words/ Phrases/Sentences (Verbal):

no more
slow bye
me

signed "fish"

Name: Josie Date: 9/11
 Who: Megan Word: Big, Little, Look, Eat
 Independent: LH LH
 With Prompt: 11
 Verbal:
 Other Verbal: Other LAMP:
Pear, Orange
zero, 5
Butterfly

List

Known Unknown Pre-stored Spelled ⌂

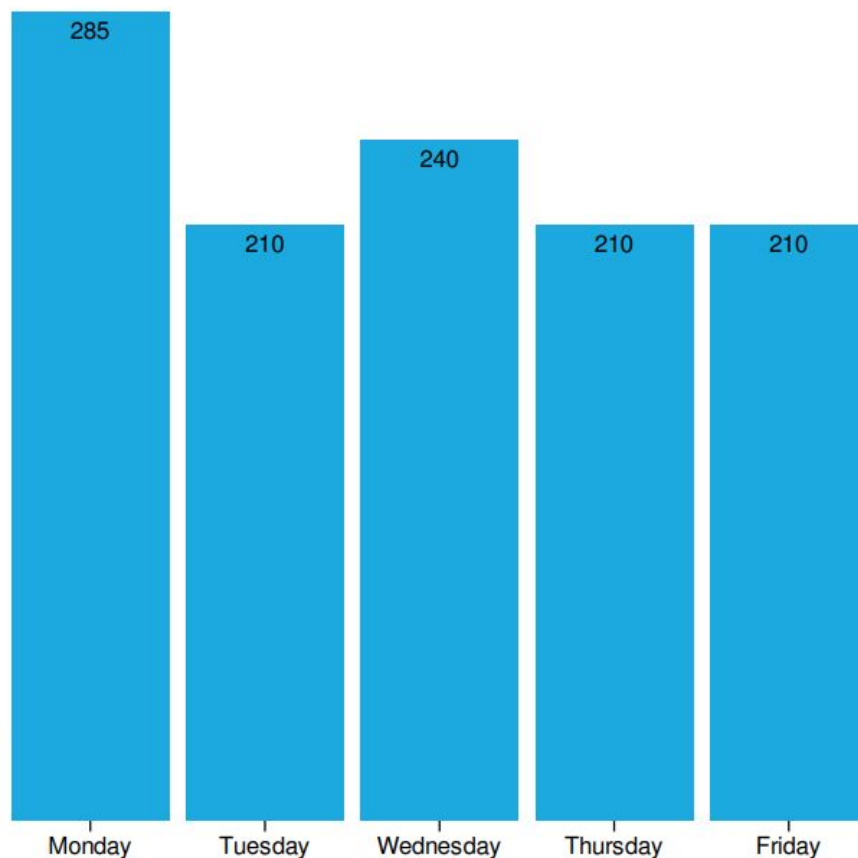
47 the	5 like	2 grow	1 fire	1 monies
35 helps	5 lunch	2 nice	1 climb	1 names
35 i	5 am	2 plants	1 paint	1 then
34 me	5 count	2 plant	1 bugs	1 bathroom
26 city	5 picture	2 august	1 listen	1 look
24 top	5 drive	2 wednesday	1 story	1 happy
24 think	4 draw	2 go	1 eat	1 feel
23 only	4 an	2 mom	1 snack	1 felt
23 room	4 on	2 take	1 snacks	1 whale
23 a	4 librarian	2 where	1 share	1 whales
22 sun	4 secretary	2 finish	1 toys	1 biggest
21 answer	4 not	2 you	1 bug	1 animals
21 money	4 lady	2 leaf	1 numbers	1 towel
20 open	4 book	2 find	1 eats	1 put
20 because	4 people	2 good	1 there	1 squirrel
18 can	4 green	2 mess	1 about	1 tuesday
18 to	4 game	2 class	1 meal	1 had
18 sees	3 food	2 up	1 themselves	1 block
17 help	3 goes	2 cafeteria	1 chair	1 magazine
16 my	3 myself	1 do	1 thankful	1 by
16 please	3 finished	1 tree	1 don't	1 out
15 write	3 live	1 i'm	1 most	1 knife
14 school	3 blue	1 hello	1 job	1 him
13 in	3 pink	1 crawling	1 ouch	1 come
12 her	3 she	1 mine	1 okay	1 animal
11 it	3 of	1 we	1 jelly	1 bike
11 front	3 dime	1 off	1 pool	1 pretty
11 want	3 office	1 vomit	1 thanked	1 saw
10 door	2 quarter	1 ball	1 give	1 mouse
10 which	2 what	1 pit	1 other	1 two
10 get	2 this	1 needs	1 bear	1 jump
10 could	2 again	1 word	1 children	1 rabbit
10 family	2 rice	1 its	1 high	1 milk
10 work	2 baby	1 time	1 window	1 zoo
10 face	2 spiders	1 poop	1 friend	1 for
10 is	2 keep	1 ice	1 when	1 six
10 very	2 does	1 questions	1 ladybug	1 scissors
10 morning	2 many	1 likes	1 helped	1 slow
9 teacher	2 who	1 care	1 street	1 elephant
8 spider	2 day	1 drunk	1 but	1 have
8 see	2 us	1 drank	1 games	1 man
8 bus	2 he	1 too	1 away	1 will
8 are	2 were	1 body	1 balloon	1 fast
7 play	2 brown	1 inside	1 new	1 cup
7 they	2 was	1 eggs	1 plate	1 question
7 eight	2 home	1 under	1 throwing	1 big
7 has	2 today	1 water	1 divorce	1 let's
6 learn	2 make	1 egg	1 goat	1 stadium
6 rock	2 yellow	1 helping	1 goats	1 news
6 name	2 red	1 lays	1 called	1 thinks
6 read	2 purple	1 eyes	1 kid	1 says
6 leg	2 ten	1 eye	1 kids	1 and
6 at	2 first	1 long	1 black	
6 clean	2 all	1 stem	1 made	
6 legs	2 outside	1 stems	1 vegetable	

Realize Language

<https://realizelanguage.com/info/>

- 3rd grade male who has ASD
- Started using LAMP in Aug. 2017
- “Communicates with crying and vocalizations.” 4/2016

Sun Aug 19, 2018 - Sat Aug 25, 2018



March 2016: Making progress with overall communication skills. Produces CV combinations with 30-35% accuracy, VC with 65-70% accuracy, and CVCV with 25-30% accuracy.

Feb. 2017: Speech/Language: Made tremendous progress in communication at school. She utilizes an iPad with LAMP Words for Life. Since implementing LAMP Words for Life and core vocabulary, she has become much more verbal with adults and peers. She continues to supplement her total communication with gestures and vocalizations. Consistently verbalizes the words: yeah, no, iPad, bye, uh-oh, "sh", hey, Tucker, go, backpack, more, and baby. She is also starting to use 1-2 word phrases verbally.

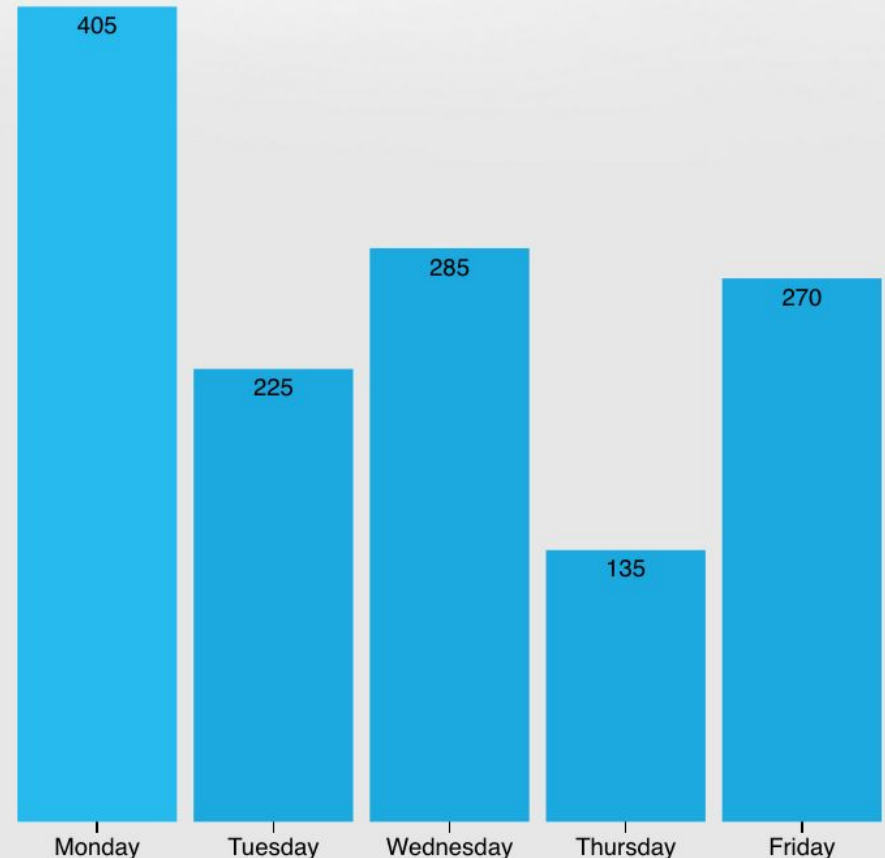
Feb. 2018 Starting to produce 2 word phrases verbally such as "my turn", "your turn" and "all done". She produces an average of 3 word utterances using SGD to make requests, answer questions, and/or make comments. Uses total communication (gestures, facial expressions, verbal speech and speech generating device) to make her wants/needs known, answer questions, label and/or make comments. Her use of verbal speech has increased since implementing LAMP Words for Life.

Realize Language

- **Second grade female who has DS**
- **Started using LAMP Aug. 2016**

<https://realizelanguage.com/info/>

Sun Aug 19, 2018 - Sat Aug 25, 2018



Step 5:

Use your coupon at your next visit - good vocab instruction is free ticket to language/ academic advancement

Embed

- ▣ Plan how to utilize vocab in daily experiences
- ▣ Experience It, Say It, Read It, Write It
- ▣ Plan review/re-teaching (circuit training)
- ▣ Make sure families/caregivers are aware of targeted vocab and how to support at home
- ▣ Include in curriculum maps

Savor Some Good Reads

Suggested Book List

Target Core Words Using Structured Literacy Activities

Core Word	Book Title	Author
Finished	<i>Little Critter: First Day of School</i>	Mercer Mayer
Hi	<i>Say Hello</i>	Linda Davick
Bathroom	<i>The New Potty</i>	Gina and Mercer Mayer
No	<i>Where's Spot?</i>	Eric Hill
Yes	<i>There Was an Old Lady Who Swallowed a Fly</i>	Lucille Colandro
Yes/No	<i>The Very Hungry Caterpillar</i>	Eric Carle
Thank You	<i>Thanksgiving is for Giving Thanks</i> <i>Bear Says "Thank You"</i> <i>Bear Says Thanks</i> <i>The Thank You Book</i> <i>The THANKFUL Book</i>	Margaret Sutherland Michael Dahl Karma Wilson Mo Willems Todd Parr
More	<i>More Spaghetti I Say</i> <i>Ten Apples Up on Top</i>	Rita Golden Gelman Theo LeSieg
Help	<i>The Gigantic Turnip</i>	Alexei Tolstoy
Bye	<i>See you Later Alligator</i>	Annie Kubler
Please	<i>Arthur Say the Magic Word</i>	Marc Brown
Here	<i>Press Here</i>	Herve Tullet
My Turn	<i>It's My Turn</i>	Sam Williams
Go	<i>Going on a Bear Hunt</i>	Michael Rosen & Helen Oxenbury
Stop	<i>The Ants Go Marching</i>	Child's Play
Me	<i>Baby Einstein Mirror Me</i> <i>Guess Who!</i>	Disney Disney It's a Small World
You	<i>Who Are You?</i>	Stella Bladestone
Wow	<i>Put Me in the Zoo</i>	Robert Lopshire
Need	<i>If You Give a Mouse a Cookie</i>	Laura Joffe Numeroff
Good	<i>The Feel Good Book</i>	Todd Parr
Bad	<i>David Gets in Trouble</i> <i>No David, No!</i>	David Shannon
Want	<i>Bear Wants More</i>	Karma Wilson
Open	<i>Dora's Lift the Flap Book</i>	Nickelodeon
Happy	<i>Happy!</i>	Pharrell Williams
Sad	<i>I'm Not Happy</i>	Sue Graves
See	<i>Brown Bear, Brown Bear</i>	Eric Carle
Again	<i>Yo Gabba, Gabba: It's Okay, Try Again</i>	Elle Seiss
I'm Ready	<i>Rooster's Off to See the World</i>	Eric Carle
Hurt	<i>Five Little Monkeys Jumping on the Bed</i>	Eileen Christelow
I'm Sorry	<i>I'm Sorry</i>	Gina and Mercer Mayer
Sick	<i>Bear Feels Sick</i>	Karma Wilson





Say It!

Read It!



Write It!



<https://www.teacherspayteachers.com/Store/Speak-Up-Llc>

CONTENTS: Bowls, spoons
cotton, pom poms, sprinkles,
chocolate, scoop

HOW TO PLAY:

- scoop ice cream
- open choc. sauce /
sprinkles
- pour on top
- take turns "eating"
- clean up the mess

CORE VOCABULARY:

want cold pour
in out on off
more eat open
close get
colors



"This is obviously not a realistic thing to do for every toy in the classroom. But, how great would it be to have something for the staff and myself to grab when the ideas for new ways to play with the available toys become stale?"

**Jenna Blane, M.S.,
CCC-SLP**

CONTENTS: Dog, blanket, bowl,
bottle, brush, bone, doctor supplies

HOW TO PLAY:

- Ask puppy what's wrong
- Check puppy's eyes /ears
- listen to heart beat
- give shot
- cut nails
- give a bone + bottle
- put puppy in bed for nap



CORE VOCABULARY:

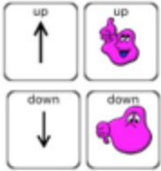
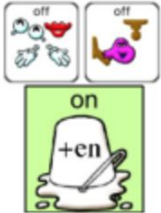

Cold listen look
thirsty pour snack
hungry brush eat
ouch help tired
need sleep love



Core Vocab Circuit Review

Core Vocab Circuit Review

Staff	Target Word(s)/phrases	Activity	Supplies	Icon
Angie	Mine/not mine	Given a pile of classroom items/supplies, student will sort items and identify which items are "mine" and "not mine." Staff will also sort and model using "mine" and "not mine" while sorting into tubs/boxes.	*2 tubs/boxes, one labeled "mine" and one labeled "not mine" *Student backpacks, student pencil boxes, student pictures,	
Nicole	More	Staff will present student with a tiny bit of baking soda and a drop of vinegar to demonstrate the reaction of the two items. Respond dramatically to encourage student to request "more." Continue to give small amounts of items to promote usage of "more."	*Pan *baking soda *food coloring *vinegar *eye dropper	

Lora	Up/Down	Using large cups, have student help build "up" a tower/structure. Use ball to bowl "down" the structure. Take turns building "up" and knocking "down." Staff will model use of "up" and "down."	*large plastic (Solo) cups *ball	
Sarah	On/Off	Using dramatic play props, students will put props "on/off." Staff will model use of "on/off" while playing with props.	*Dress up box *mustaches *silly glasses *play jewelry *mirror	
Tiffany	Stop/Go	Using remote control car and stop/go signs, play "Red Light, Green Light." Take turns giving commands and driving cars.	*remote control car(s) *stop/go signs	

Include Core words on your curriculum map

Indiana Academic Standards	Content Connector
<p>6.RL.2.2: Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.</p> <p>6.RL.2.3: Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.</p> <p>6.RL.3.1: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.</p> <p>6.RL.3.2: Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.</p> <p>6.RL.4.1: Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text with what they perceive when they listen or watch.</p> <p>6.RL.4.2: Compare and contrast works of literature in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>6.RL.2.2.a.1: Determine how a theme or central idea of a work of literature is conveyed through particular details.</p> <p>6.RL.2.2.a.2: Provide a detailed, objective summary of the text.</p> <p>6.RL.2.3.a.1: Explain how a plot unfolds in a series of episodes.</p> <p>6.RL.2.3.a.2: Explain how the characters respond or change as the narrative advances and moves toward a resolution.</p> <p>6.RL.3.1.a.1: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature.</p> <p>6.RL.3.1.a.2: Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, characterization, setting, or plot.</p> <p>6.RL.3.2.a.1: Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>6.RL.3.2.a.2: Explain how the narrator or speaker impacts the mood, tone, and meaning of a text.</p> <p>6.RL.4.2.a.1: Compare and contrast works of literature in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>



6th Grade YEAR PLANNING GUIDE

Language Arts	Math	Science	Social Studies
<p>Quarter 1</p> <ul style="list-style-type: none"> 6.RV.2.1.a.1 6.RN.2.1.a.1 6.RN.2.1.a.2 6.RN.2.2.a.2 6.RL.2.2.a.2 6.W.3.2.a.5 <p>Quarter 2</p> <ul style="list-style-type: none"> 6.RN.2.2.a.1 6.RL.2.2.a.1 6.W.3.2.a.5 <p>Quarter 3</p> <ul style="list-style-type: none"> 6.RN.4.1.a.1 6.RN.4.1.a.2 6.W.3.2.a.5 <p>Quarter 4</p> <ul style="list-style-type: none"> 6.RV.3.1.a.1 6.W.3.1.a.1 6.W.5.a.2.5 	<p>Quarter 1</p> <ul style="list-style-type: none"> 6.DS.4.a.1 <p>Quarter 2</p> <ul style="list-style-type: none"> 6.DS.3.a.1 6.C.1.a.1 6.NS.9.a.1 <p>Quarter 3</p> <ul style="list-style-type: none"> 6.NS.3.a.1 6.AF.7.a.1 6.GM.1.a.1 <p>Quarter 4</p>	<p>Quarter 1</p> <ul style="list-style-type: none"> 6.NS.1.a.1 <p>Quarter 2</p> <p>Quarter 3</p> <ul style="list-style-type: none"> 6.3.1.a.1 6.3.6.a.1 <p>Quarter 4</p>	<p>Quarter 1</p> <p>Quarter 2</p> <p>Quarter 3</p> <ul style="list-style-type: none"> 6.1.1.8.a.1 <p>Quarter 4</p> <ul style="list-style-type: none"> 6.2.1.a.1 6.3.3.a.1

<p>DA.3, CA.5, CA.7, LS.1, LS.2, LS.4, SS.1.1, SS.1.4, SS.1.7, SS.3.3</p> <p>October</p> <p>RL.1, RL.2.1, RL.2.2, RL.2.4, RL.2.4, RL.3.1, RL.3.2, RL.4.1, RL.4.2, RN.1, RN.2.1, RN.2.2, RN.2.3, RN.3.1, RN.3.2, RN.3.3, RN.4.1, RN.4.2, W.5, W.6.1, W.6.2, NS.1, NS.2, NS.3, NS.4, NS.5, NS.7, CA.1, CA.2, CA.6, E.1, LS.1, LS.2, LS.4,</p>	<p>Core: where</p> <p>Sc/SS/H: Fire Safety</p> <p>Math: 6-10</p> <p>Reading: The Little Old lady who wasn't afraid</p> <p>Daily 4: it, my</p>	<p>Core: do</p> <p>Sc/SS/H: Pumpkin Life cycle</p> <p>Math: 1:1</p> <p>Reading: Room on the Broom</p> <p>Daily 4: at, she</p>	<p>4 days</p> <p>Core: he/she</p> <p>Sc/SS/H: Seasons</p> <p>Math: Greater than/less than</p> <p>Reading: Old lady who swallowed a bat</p> <p>Daily 4: review</p>	<p>Core: some</p> <p>Sc/SS/H: Sink/Float</p> <p>Math: addition</p> <p>Reading: Monster</p> <p>Daily 4: with, can</p>
<p>November</p> <p>RL.1, RL.2.1, RL.2.2, RL.2.4, RL.2.4, RL.3.1, RL.3.2, RL.4.1, RL.4.2, RN.1, RN.2.1, RN.2.2, RN.2.3, RN.3.1, RN.3.2, RN.3.3, RN.4.1, RN.4.2, RV.1, RV.2.1, RV.2.5, RV.3.1,</p>	<p>Core: who</p> <p>Sc/SS/H: Manners</p> <p>Math: #line sequencing/addition</p> <p>Reading: The Little Red Hen</p>	<p>Core: before/after</p> <p>Sc/SS/H: Veteran's Day</p> <p>Math: Number line addition</p> <p>Reading: Gobble Gobble</p>	<p>3 days</p> <p>Core: Review</p> <p>Sc/SS/H: Thanksgiving History</p> <p>Math: Review</p> <p>Reading: There was an old lady</p>	<p>Core: can</p> <p>Sc/SS/H: Starts project</p> <p>Math: Count by 5s</p> <p>Reading: Down on the farm</p>



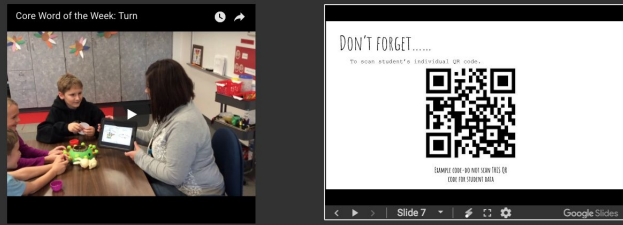
Ten Apples on Top

Keep parents informed and equipped

Core Vocabulary

<https://sites.google.com/view/bheswings/core-vocabulary?authuser=0>

Turn



Stop and Go



Loud and Soft

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Core Word Way

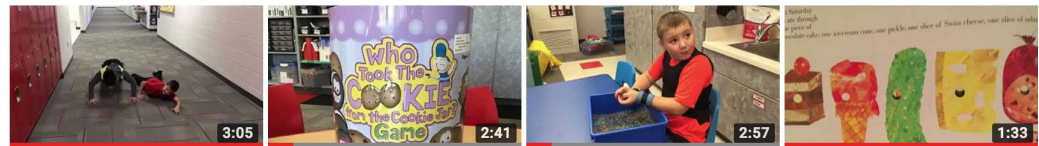
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SXSU.EDU "Turn"

47 views • 4 months ago

Senses

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Words of the Week Give and Take

90 views • 5 months ago
CC

Core Word WHO

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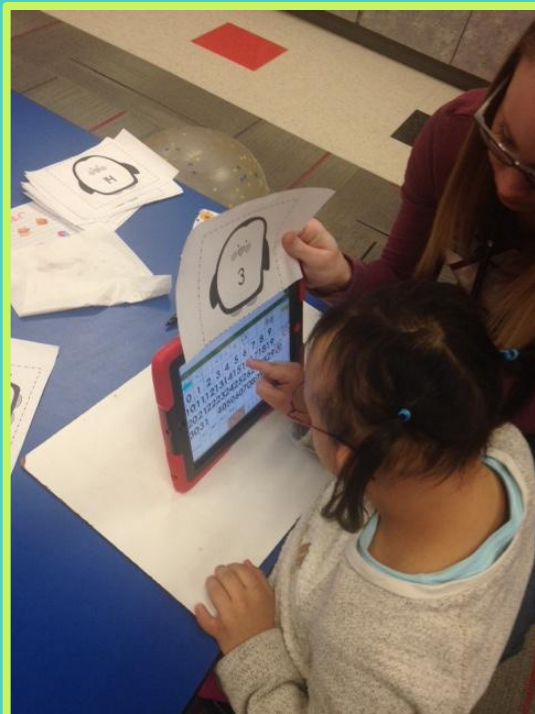
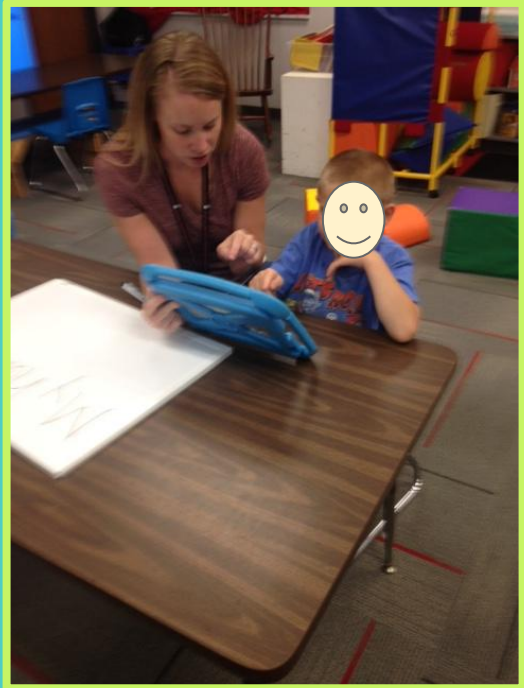
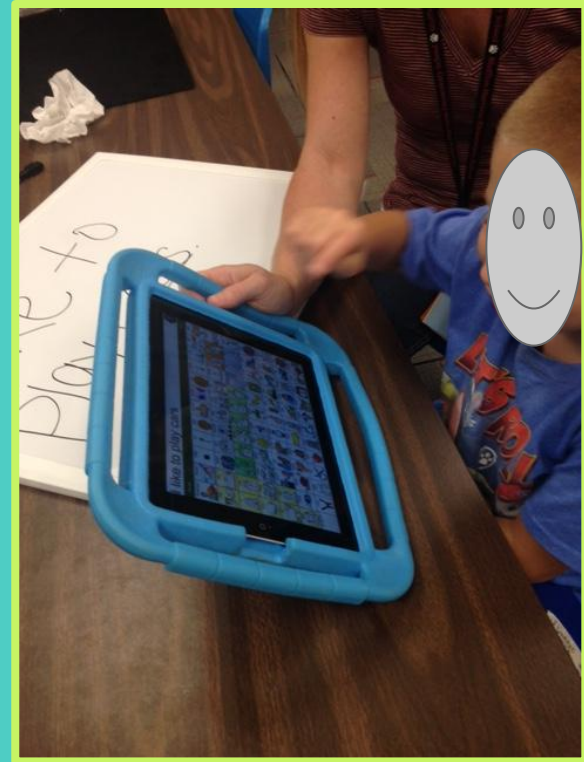
HE and SHE

162 views • 8 months ago

Core Review

136 views • 10 months ago

<https://www.youtube.com/channel/UCBgSa-fRpJAGYpvlQssuC1A/videos>



Thanks!

ANY QUESTIONS?



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Nicole Wingate
M.A. CCC-SLP



www.speakupllc.info



Onsite Training or Webinars:

- AAC for families/AAC at home
- Getting started -- how to begin with AAC
- Modeling/aided language stimulation -- at home, in the classroom, community
- Incorporating AAC into academic outcomes
- Building an AAC vocabulary
- Getting a parent/teacher/assistant/administrator buy-in for AAC
- Incorporating evidence-based practices
- Student specific consultations



Angela Sheets
Intense Interventions
Teacher