

Teaching Core Words for AAC

Analytical Language Learners

When teaching core words, understanding the learner's processing style is crucial.

Analytical Language Learners tend to focus on the details and structure of language.

They learn best through activities emphasizing logic, sequencing, and categorization, which helps them understand the specific function and use of core words in various contexts.

Step One

Introduce the core word. Show the individual where on the device they can find it and practice navigating and using the word.

Step Two

Choose an activity that can help implement the use of the core word you are targeting.

Step Three

Review the core word in a variety of contexts and track the progress of using the core word throughout the week.

Core Words

Activities

Week One:

Core Word: Good/Bad



Things We Can Describe as "Good/Bad" in a Natural Environment

- Tastes of foods (e.g., sweet, sour)
- Weather conditions (e.g., sunny, rainy)
- Feelings/emotions (e.g., happy, sad)
- Experiences during activities (e.g., fun, boring)



Activities to Work on These Core Words

- Taste testing with foods to express if they think it's "good" or "bad".
- Discussing the weather and how it makes them feel, using "good" or "bad" to describe.
- Identifying emotions through facial expressions or story outcomes, labeling them as "good" or "bad".
- Reflecting on activities or games, encouraging the child to express if they found it "good" or "bad".

Week Two:

Core Word: It



Things We Can Refer to as "It" in a Natural Environment

- Toys (e.g., "It is a car.")
- Animals (e.g., "Look at it.")
- Objects around the house (e.g., "It is on the table.")
- Clothes (e.g., "Wear it.")



Activities to Work on This Core Word

- Play a guessing game with objects where you describe something, and the child guesses what "it" is.
- Use a puppet or toy to perform actions and ask the child to describe what "it" is doing.
- During storytime, refer to objects or characters in the book as "it" and ask the child to point to or talk about "it."
- Create an art project and ask the child to choose materials by referring to them as "it" (e.g., "Do you want to use it?" while pointing to paint or glue).

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**Week
Three:**

**Core Word:
Guess**



Things We Can “Guess” in a Natural Environment

- Objects in a mystery bag.
- Sounds from outside or in the room.
- Flavors of foods or drinks.
- Pictures hidden in a book or game.



Activities to Work on This Core Word

- Play a guessing game with objects in a bag, encouraging the child to “guess” what’s inside based on touch.
- Listen to natural or artificial sounds, asking the child to “guess” their sources.
- Blindfold taste tests with various foods or drinks, prompting the child to “guess” the flavors.
- Use a book with hidden pictures or a hide-and-seek game, having the child “guess” where objects or characters are.

**Week
Four:**

**Core Word:
Again**



Things We Can Do “Again” in a Natural Environment

- Reopening toys or containers after closing them.
- Going through doors or windows multiple times.
- Repeating snack times or book readings.



Activities to Work on This Core Word

- Sing “Wheels on the Bus” and other repetitive songs, focusing on actions that can be done “again.”
- Play with toys that have opening/closing parts, encouraging the child to open/close them “again.”
- During arts and crafts, ask the child to use materials (crayons, markers, glue, paint) “again” after putting them away.