Teaching Core Words for AAC

Gestalt Language Processors

When teaching core words, understanding the learner's processing style is crucial. **Gestalt Language Processors** perceive language in whole patterns or chunks. They benefit from holistic, meaningful contexts, such as stories, emotions, or familiar routines, where core words are embedded in rich, engaging narratives or experiences. This approach leverages their strength in understanding language through its use in natural, real-world situations.
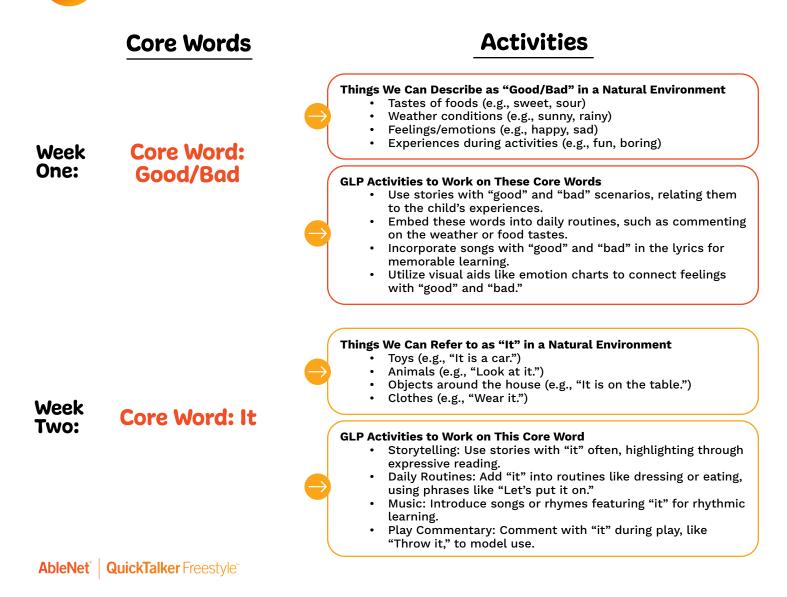
Step One   **Introduce** the core word. Show the individual where on the device they can find it and practice navigating and using the word.

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)

→ **GLP Activities to Work on These Core Words**
- Use stories with "good" and "bad" scenarios, relating them to the child's experiences.
- Embed these words into daily routines, such as commenting on the weather or food tastes.
- Incorporate songs with "good" and "bad" in the lyrics for memorable learning.
- Utilize visual aids like emotion charts to connect feelings with "good" and "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.")

→ **GLP Activities to Work on This Core Word**
- Storytelling: Use stories with "it" often, highlighting through expressive reading.
- Daily Routines: Add "it" into routines like dressing or eating, using phrases like "Let's put it on."
- Music: Introduce songs or rhymes featuring "it" for rhythmic learning.
- Play Commentary: Comment with "it" during play, like "Throw it," to model use.

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Core Words   ## Activities

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.

→ **GLP Activities to Work on This Core Word**
- Use stories where they guess next events.
- Integrate guessing in routines, like guessing meals or clothes.
- Include guessing songs, making learning playful.
- Keep "guess" learning embedded in daily activities and fun, fostering natural use. Celebrate Communication by making each guess an exciting discovery!

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.

→ **GLP Activities to Work on This Core Word**
- Narrative Repetition: Choose books with repetitive phrases or events, emphasizing "again" each time an action is repeated.
- Routine Reiteration: During daily activities, use "again" naturally, like asking if they want to play a game "again" or read a book "again."
- Music Echoes: Use songs with repetitive lines to highlight "again," encouraging them to ask for parts of the song "again."
- Playful Repetition: Encourage repeating favorite play activities, using "again" to request more turns or actions.