2018 CALENDAR
JANUARY

Saltillo

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Create Communication Success: Teach communication through 'modeling' on an augmented communication system (AAC).

A popular strategy used to help children learn to talk with a communication system is for the **communication partner** to use the system and talk with it. Model how to use it. For example, when you are ready to stop an activity, point to the picture "stop" and say, "stop!"

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SUN	MON	TUES	WED	THU	FRI	SAT
	1 New Year's Day	2	3	4	5	6
7	8	9	10	11	12	13
14	15 Martin Luther King Jr	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Explore Saltillo implementation resources for expanded tips on teaching core words.

Let's teach

Suggested target words this month:

I, what, wait, not, do

Read **Snowmen at Night**, written by Caralyn Buehner, illustrated by Mark Buehner.

In some parts of the country, people are building snowmen. What does a snowman do at night? Why does the snowman look different in the morning? Find out what fun they are having on a winter night!

Words to Model:

I | what ? | wait | not | do

This is an opportunity to practice asking and answering questions with written cues.

Use sentence strips to find out "**What** did the snowmen **do**?"

1
2
3
4
5

- Provide 3 by 5 card or sticky notes with **What** and **Do** icons. (hint: use *Button Capture* feature on Chat Editor)
- Read the book and write 5 answers about what the Snowmen did, on sticky notes to discuss with a communication partner.
- Take turns asking & answering "**What** did he **do**?"

What ? | Do do

Let's teach I

Me, myself, and **I.** Those are three very important words. Often children will first learn and use the possessive first person pronoun "mine" but **I** is another early developing pronoun. Teaching pronouns can be a tricky endeavor. Imagine: if **I** want to teach you how to say **I** when you refer to yourself, **I** may have to use many pronouns along the way. That being said, it can be done! One of the best ways to start is to model **I** on the device every time you say it.

FIND

Find the word in the vocabulary. **I** is a pronoun, so it will typically be a yellow word. It is often located on the home page of many vocabularies. If you can't find **I**, use the Word Finder feature to learn where it is. If it is not in the vocabulary, you may want to add it (or unhide it).
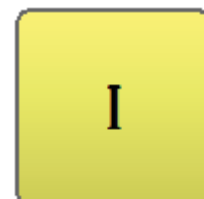
INTRODUCE

Use **I** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "If **I** (touching self) want something **I** can say **'I** want." If [learner's name] (touching learner) wants something, [learner's name] can say **'I** want…' **I** is the word people use to talk about themselves. It is a yellow word that usually starts the sentence"
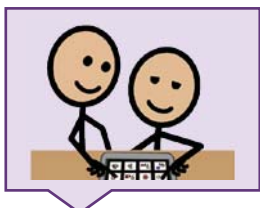
MODEL

Model the word throughout the day, touching **I** in the vocabulary anytime you say it.
   "**I** do it."
   "**I** like it.**"**
   "**I** want more."
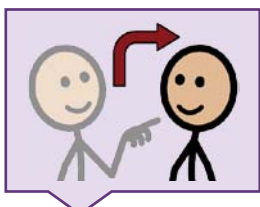   "**I** need to go."
   "**I** am ready."
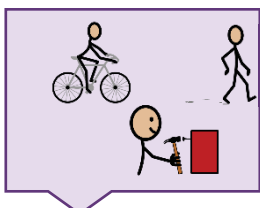
ENCOURAGE

Create activities to provide lots of models and practice with **I**.
   Book: tons of options! *Green Eggs & Ham* (**I** do not, **I** will not, **I** am) by Dr. Seuss; *Brown Bear, Brown Bear* (**I** see); *Polar Bear* (**I** hear) by Bill Martin/ Eric Carle.
   Game: **I** spy (see)…
   Snack: **"I** (want) eat + snack." "**I** want more." **"I** am ready." "**I** am all done/finished."

EXPECT

Create opportunities for the learner to say the word. Make sure to wait and look at them so they know it is expected.
   Ask "Who wants to do ____?" Learner's response: "**I** do!"
   Write lots of books using "I + verb" as the sentence starter (e.g., **I** can… **I** like… **I** see… **I** feel…). Don't forget about the "Save Message" feature on the Stories & Scripts pages.

Let's teach what

According to typical language development, children start asking questions using question words (e.g., **WHAT**, who, where) around 2-3 years of age. Asking questions is how we get information about the world around us.

- **WHAT** is your name?
- **WHAT** is that?
- **WHAT** time is it?
- **WHAT** are you doing?

QUESTN ▶

FIND

Find **WHAT** in the vocabulary. **WHAT** is a question word, so it will typically be a purple word. It is often located on the QUESTIONS page of many vocabularies. If you can't find **WHAT**, use the Word Finder feature to learn where it is. If it is not in the vocabulary, you may want to add it.
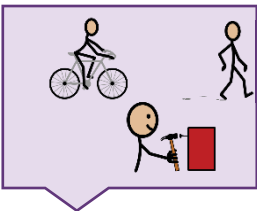
what
?

INTRODUCE

Use **WHAT** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "**WHAT** is a question word. We use it to ask for information about someone or something.

MODEL

Model the word throughout the day, touching **WHAT** in the vocabulary anytime you say it.
"**WHAT** do you want?"
"WHAT's next?"
"WHAT did you say?"
"WHAT is your favor color?"
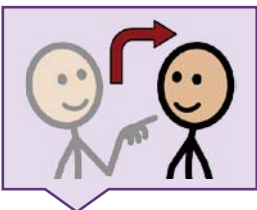"Guess **WHAT**?"

ENCOURAGE

Create activities to provide lots of models and practice with **WHAT**.
Book: *"Brown Bear, Brown Bear, **WHAT** do you see?"* by Bill Martin Jr and Eric Carle
Game: Guess **WHAT** is in the box, only by touch!
Activity: **WHAT** ingredients do we need to make a recipe?
        WHAT is next in the recipe?

EXPECT

Create opportunities for the learner to say the word. Make sure to wait, and look so they know it is expected.
For *new concepts*, encourage questions "**WHAT** is it?"
For *schedule change*, "**WHAT** time is it?"
For *social connections*, "**WHAT** is your name?"

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Let's teach wait

WAITing is a common event in everyone's day. We WAIT in line to buy groceries or WAIT for something to begin. WAITing is usually not fun, but it's an important skill to teach someone and we can teach the word WAIT at the same time.

The word WAIT is usually a verb, "we have to WAIT for it to start," but it could be a noun too, "this is a long WAIT".

FIND

Find the word in the vocabulary. WAIT is an action word, so it will typically be a green word. It is often located on the ACTIONS page of many vocabularies. If you can't find WAIT, use the Word Finder feature to learn where it is. If it is not in the vocabulary, you may want to add it.

INTRODUCE

Use WAIT in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "WAIT is when we have to sit or stand quietly for something to happen."

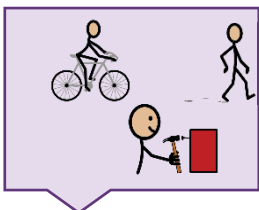**MODEL**

Model the word throughout the day, touching WAIT in the vocabulary anytime you say it.
"You need to WAIT." "How much longer do we have to WAIT?" "WAIT for me." "How long is the WAIT?" "This can WAIT until later."
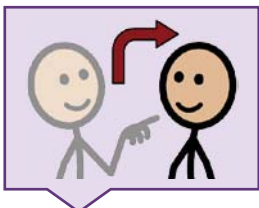
ENCOURAGE

Create activities to provide lots of models and practice with WAIT.
Book: *WAIT* by Antoinette Portis
Game: Come up with a list of games while you WAIT somewhere: Guess which hand, thumb wrestling, hand clapping
Activity: Practice WAITing in line.

EXPECT

Create opportunities for the learner to say the word. Make sure to WAIT, and look so they know it is expected.
For *requests* for more time, "WAIT."

Let's teach not

The word **NOT** is used to express negation, refusal or denial. **NOT** is a useful word for the learner to express the need for something different or refusal. The learner might hear the the word **NOT** throughout the day. Let's give them a chance to use **NOT** too!

NOT that one! That is **NOT** funny! I told you **NOT** to do it. I did **NOT** do it! We could **NOT** stay. I do **NOT** agree. **NOT** again! **NOT** yet.

FIND

Find **NOT** in the vocabulary. **NOT** is an adverb. Because it expresses negation, it will typically be a red word. It is often located on the EXTRA WORDS page of many vocabularies. If you can't find **NOT**, use the Word Finder feature to learn where it is. If it is **NOT** in the vocabulary, you may want to add it.

not
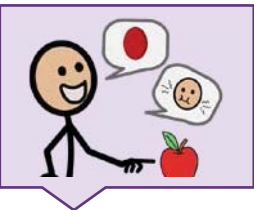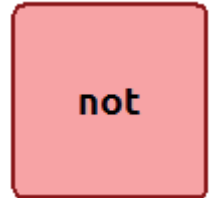
INTRODUCE

Use **NOT** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "**NOT** could mean you don't want that one or it is something else.

MODEL

Model the word throughout the day, touching **NOT** in the vocabulary anytime you say it.
"I'm **NOT** afraid.**"**
"It's **NOT** your turn."
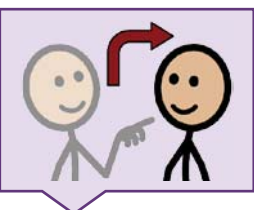"We are **NOT** going."
"**NOT** today."
"**NOT** mine."
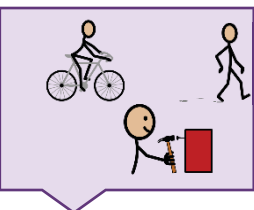
ENCOURAGE

Create activities to provide lots of models and practice with **WORD**.
Book: *"We're Going on a Bear Hunt"* by Michael Rosen and Helen Oxenbury
Activity: Who stole the cookie from the cookie jar? **NOT** me!
Activity: Associations: Which one does **NOT** belong? mitten, hat, swimsuit

EXPECT

Create opportunities for the learner to say **NOT**. Make sure to wait, and look so they know it is expected.
For *protesting, "***NOT** you!"
For *requesting something different*, "**NOT** that" "**NOT** red"
For *comments*, "I do **NOT** like it"

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Let's teach do

Don't be afraid to teach the word **DO!** Even though it doesn't have a picture, it can be taught and learned the same way as most other words, through modeling and creating opportuntiies. Think about the number of times you tell the learner to **DO** or not **DO** something. Think about typicaly developing language, how many 2-3 year olds go around telling others "**DO** this" "You **DO** it**"** "I **DO** it." **DO** is a wonderfully useful verb, because it is generic enough to use for almost anything and helps the learner direct action and exert control.

FIND

Find the word in the vocabulary. **DO** is a helping verb, so it will typically be a light green word. It is often located on the home page of many vocabularies. If you can't find **DO**, use the Word Finder feature to learn where it is. If it is not in the vocabulary, you may want to add it.

do

INTRODUCE

Use **DO** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "**DO** is an action word. We **DO** lots of things. Watch I can **DO** this (jump), or **DO** this (run), or **DO** this (pat your head). Show me, can do you **DO?"**
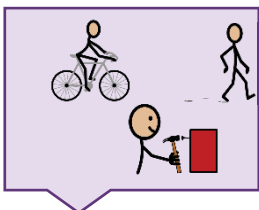
MODEL

Model the word throughout the day, touching **DO** in the vocabulary anytime you say it.
> "Let's **DO** something."
> "What should we **DO** next?"
> "**DO** what I say."
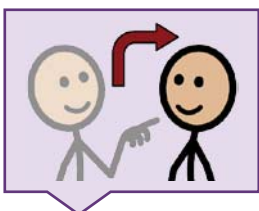> "**DO** you like it?" "**DO** you want more?"

ENCOURAGE

Create activities to provide lots of models and practice with **WORD**. [provide at least 3, trying to at least include a book]
> Book: *From Head to Toe*, by Eric Carle
> Activity: "Simon Says **DO** this" (followed by an action)
> Song: *DO you Know the Muffin Man;* Kidz Bop "Move it Like This" but change "MOVE" and/or "SHAKE" to **DO.**

EXPECT

Create opportunities for the learner to say the word. Make sure to wait and look at them so they know it is expected.
> Ask "Who wants to **DO…?"** Help the learner say "I **DO**."
> Take turns in any activity by helping the learner direct who will **DO** it next, "I **DO**" or "You **DO."**
> When the learner grabs your hand for something, help him/her say **"**(you) **DO."**