2018 CALENDAR
NOVEMBER

No Limits

Saltillo

NOVEMBER

Create Communication Success: Use Realize Language™, a data logging tool, for decision-making.
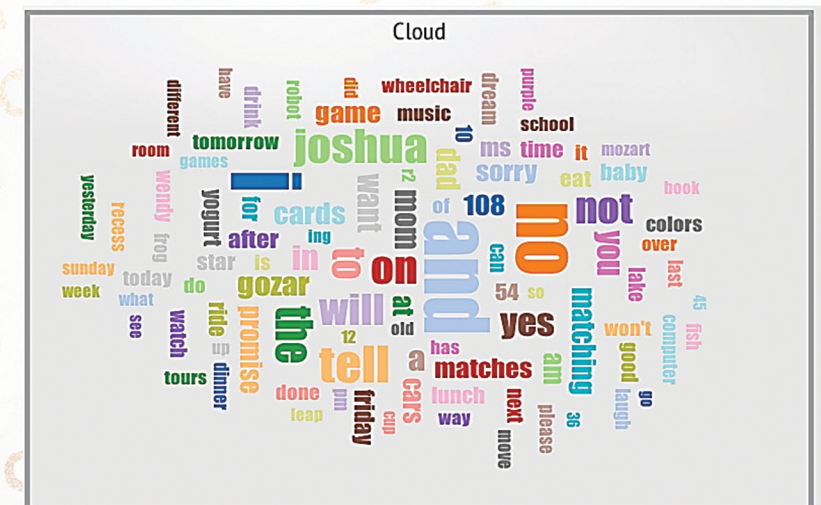
Data logging provides information and analysis tools that can help parents, therapists, and educators monitor, measure, and maximize use of an AAC device. Data logging is a feature included in Saltillo AAC solutions. Realize Language™ is a subscription service. It analyzes and organizes the system data and presents information in easy-to-understand graphic formats that may inform decisions about future goals, target vocabulary, and intervention strategies. Become a more effective and collaborative team with Realize Language™.


Collect Data on an AAC Device

Upload Data to Realize Language Website

Create Easy-to-Use Reports and Analysis

Cloud

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

Let's teach

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

Suggested target words this month:

bored, listen, say, thank you, big

Read **Bear says Thanks** written by Karma Wilson and illustrated by Jane Chapman.

Bear was looking for a perfect way to say thanks to his friends. He thinks a big dinner will do the trick! Bear throws a feast and his friends all bring different food to share. He realizes his own cupboards are empty. What should he do?

Words to Model:

bored	listen	say	thank you	big
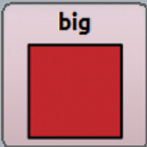
This is an opportunity to practice **say**ing **thank you**. Create a **thank you** tree. At this time of year, we often talk about being thankful for many things. We say **thank you.** We listen to others **say**ing **thank you.** Use it as a centerpiece during a Thanksgiving celebration.

Materials
• Collect sticks from outside
• A vase or other container to hold the sticks
• Construction paper
• Scissors
• String

Instructions
1. Arrange sticks in the vase or other container.
2. Cut leaves out of the construction paper
3. Make a small hole in the leaf and attach a piece of string.
4. Ask the person, "What do you **say thank you** for?"
5. Write the answer on a leaf.
6. Hang it on the tree.
7. Everyone will **listen** as you read them out loud.
8. A family or classroom will have many leaves for the **thank you** tree!

Let's teach bored

I feel so **BORED**!

It's okay to feel **BORED**. In fact, it's good for all of us to learn to how to find things to do when we are **BORED**. You can teach the word **BORED** when these situations arise, labeling the emotion, "You feel **BORED** right now. Let's find something to do."

FIND

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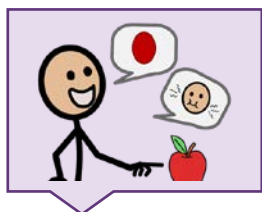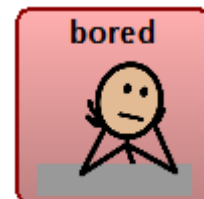
INTRODUCE

Use **BORED** 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: "**BORED** is when you feel tired or are not interested in something."
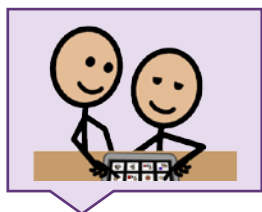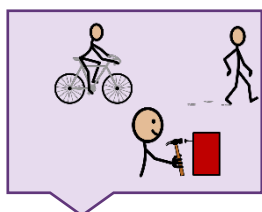
MODEL

Model the word throughout the day, touching **BORED** in the vocabulary anytime you say it.
"You look **BORED**." "She says that TV makes her **BORED**." "Yesterday we were **BORED**." "He feels **BORED**." "I've never been so **BORED**."
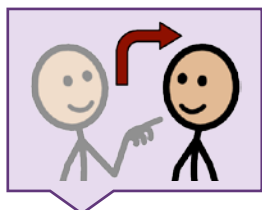
ENCOURAGE

Create activities to provide lots of models and practice with **BORED**.
Book: *I'm **BORED*** by Michael Ian Black
Game: Guess that emotion. Act out emotions and add **BORED** into the list.
Activity: Create a **BORED** jar. Add notes of things "to do" to keep busy.

EXPECT

Create opportunities for the learner to say the word. Make sure to wait, and look so they know it is expected.
Create a **BORED** book. Draw pictures, add photos, or cut/paste magazine clippings of things that make you **BORED**.

Let's teach
listen

The act of **LISTENING** helps us to have fun, stay safe, and learn. For example, we enjoy **LISTEN**ing to different music and sounds (e.g., birds chirping, children laughing). **LISTEN**ing also helps keep us safe,. We **LISTEN** for fire alarms, **LISTEN** for cars before crossing the street, or **LISTEN** to instructions about how to do sorthing. **LISTEN**ing also plays an important role in our learning. We **LISTEN** to explore our environment, to learn what others are telling us, and to create relationships. When does the learner enjoy **LISTEN**ing the most?

FIND

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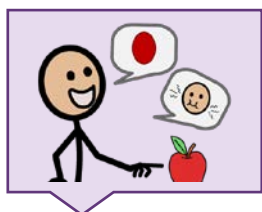
INTRODUCE

Use **LISTEN** 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: "We **LISTEN** with our ears to hear something. We **LISTEN** to music, to people talking, to a dog barking."
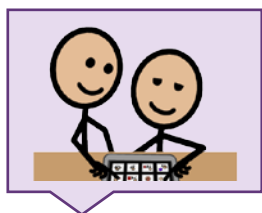
MODEL

Model the word throughout the day, touching **LISTEN** in the vocabulary anytime you say it.
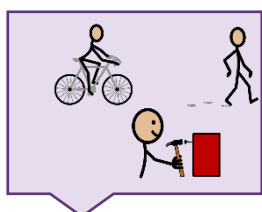   "**LISTEN** to me."
    "Let's **LISTEN** to music."
    "It's because you didn't **LISTEN."**
    "It's time to **LISTEN."**
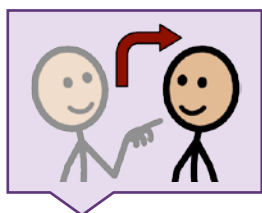   "What do you want to **LISTEN** to?"

ENCOURAGE

Create activities to provide lots of models and practice with **LISTEN**.
    Book: *Howard B. Wigglebottom Learns to LISTEN,* By Howard
        Binkow or *Why Should I LISTEN*, by Claire Llewellyn
    Activity: Sound Bingo, "Ready, **LISTEN.** What do you hear?"
    Game: "Marco/Polo," **LISTEN** for your friends to say "polo"

EXPECT

Create opportunities for the learner to say the word. Make sure to wait and look at them so they know it is expected.
    Before turning on the music, "(I want to) **LISTEN (**to music,
        specific song, specific artisit)."
    Provide choices: "Do you want to **LISTEN** to it or watch it?"
    Read book above and wait for learner to fill in repeating line
        "but he didn't (wait)... **LISTEN."**

Let's teach say

What did you **SAY**?

We **SAY** things all the time – with our voice or with AAC! Sometimes we may help young children learn the right thing to **SAY**: "You could **SAY** 'thank you' or 'that was nice.'"

We see the word **SAY** or the past tense 'said' in many storybooks, when people or animals are talking. This may be an excellent way to start

FIND

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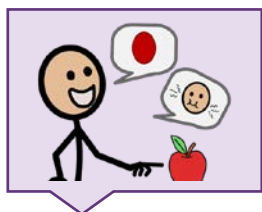
INTRODUCE

Use **SAY** 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: "**SAY** is when we communicate something to someone."
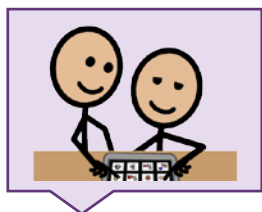
MODEL

Model the word throughout the day, touching **SAY** in the vocabulary anytime you say it.
"**SAY** it louder." "What did you **SAY**?" "They **SAY** it will rain tonight." "How do you **SAY** your name?" "The teachers **SAY** to stay here."
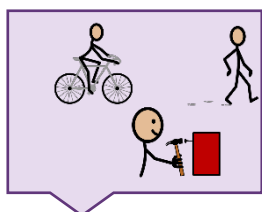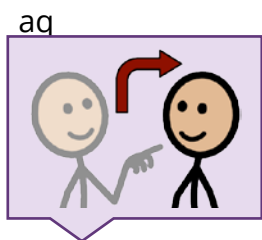
ENCOURAGE

Create activities to provide lots of models and practice with **SAY.**
Book: Anything with dialogue! "He **SAYS** 'Hello.'"
Game: Simon **SAYS**
Activity: Sound puzzles: "Car **SAYS** *beep beep.*"

EXPECT

Create opportunities for the learner to say the word. Make sure to wait, and look so they know it is expected.
Go for a walk. Read signs on the way. "It **SAYS**…"
Practice animal and vehicle sounds. "Cow **SAYS** *moo.*"
Tell a story. "She **SAYS**/said that.."

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Let's teach thank you

THANK YOU!

This social phrase is used all the time to express gratitude for something. Children start to understand and use this phrase around 1-2 years of age. We use the phrase **THANK YOU** many times throughout the day with family, friends, and strangers we encounter in the community. Remember we can also say "No **THANK YOU**" to refuse something politely.

FIND

Find the word in the vocabulary. **THANK YOU** is an interjection, so it will typically be a white word. It is often located on the SOCIAL page of many vocabularies. If you can't find **THANK YOU**, use the Word Finder feature to learn where it is. If it is not in the vocabulary, you may want to add it.
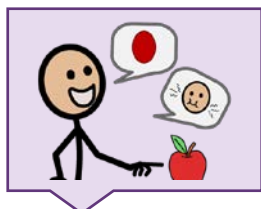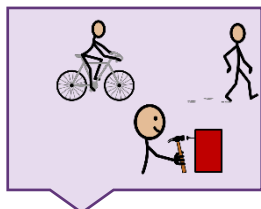
thank you

INTRODUCE

Use **THANK YOU** 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: "**THANK YOU** is a phrase we say when we appreciate something."
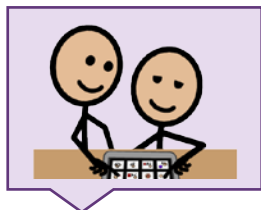
MODEL

Model the word throughout the day, touching **THANK YOU** in the vocabulary anytime you say it.
"**THANK YOU** for this." "Did you say **THANK YOU**?" "I need to make a **THANK YOU** card." "Always say **THANK YOU** before you leave." "**THANK YOU** for the kind words."
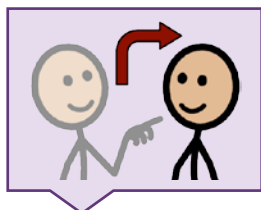
ENCOURAGE

Create activities to provide lots of models and practice with **THANK YOU**.
Book: *Bear Says THANK YOU* by Michael Dahl.
Snack: Instead of saying "No", say "No **THANK YOU**."
Activity: Make a **THANK YOU** card for someone.

EXPECT

Create opportunities for the learner to say the word. Make sure to wait, and look so they know it is expected.
After given something, practice saying "**THANK YOU**."

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Let's teach big

The concepts of **BIG** and little/small are often taught nd understoof earlier in development. It may be best to introduce the word **BIG** in the context of things that the learner cares about. For example, if he/she really enjoys going down slides, find a **BIG** one and little one. If he/she likes playing with balls, find **BIG** ones and little ones. If eating is a preferred activity, you can find lots of different sized snacks and treats because they make tons of things in "mini" varieties these days. When might **BIG** have meaning for the learner, start there.

FIND

Find the word in the vocabulary. **BIG** is an adjective, so it will typically be located on the "DESCRIBING" page of many vocabularies. If you can't find **BIG**, use the Word Finder feature to learn where it is. If it is not in the vocabulary, you may want to add it.

big
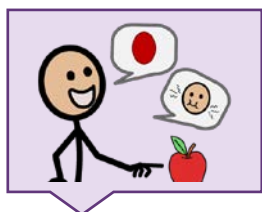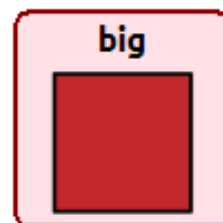
INTRODUCE

Use **BIG** 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: "Some things are **BIG** (stretch arms out) and some things are small (bring arms together). (Using items the learner likes, compare contrast **BIG** and little things)."

MODEL

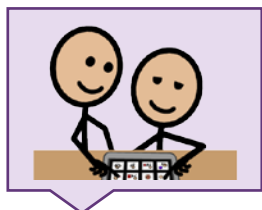Model the word throughout the day, touching **BIG** in the vocabulary anytime you say it.
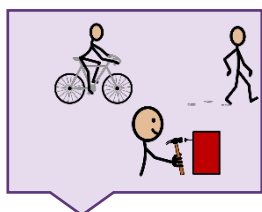"Thanks for being a **BIG** boy/girl."
"That is a **BIG** deal."
"You are a **BIG** brother/sister."
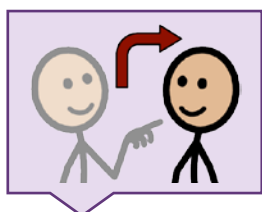"Do you want the **BIG** one or little one?"
"That is really **BIG!**"

ENCOURAGE

Create activities to provide lots of models and practice with **BIG**.
Book: *The Little Mouse, the Red Ripe Strawberry, and the BIG Hungry Bear* by Don Wood
Activity: group things by size. Let learner choose if he/she wants to choose a **BIG** thing or little thing.
Game: have a **BIG** thing scavenger hunt.

EXPECT

Create opportunities for the learner to say the word. Make sure to wait and look at them so they know it is expected.
Have 2 sizes of the same snack (e.g., mini M&Ms and regular M&Ms); ask if the learner wants little or **BIG** ones.
Read *Goldilocks.* Have the learner help retell the story "It is small/little" and "It is **BIG."**
Do a Predictable Chart writing activity using "_____ is **BIG."**