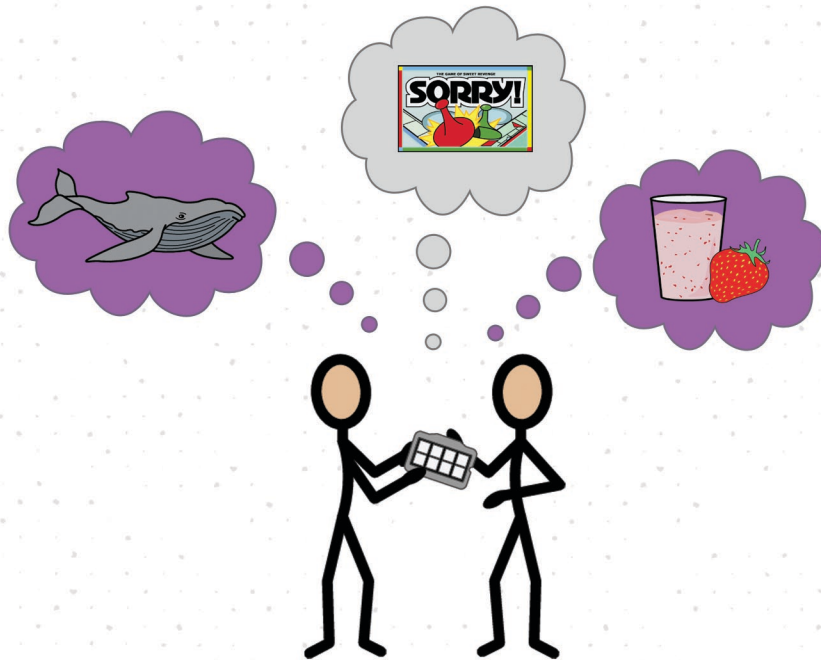


Build Interactions with AAC Learners – Start with Favorite Activities

Our most powerful teaching tool is our relationships.

Making interactions fun and enjoyable for all will increase the desire to participate and communicate. Start with favorite activities and routines to build success with interactions. Reagan loves whales. Tio wants to play another game of 'Sorry'. Sierra loves to have smoothies with her friends. Start there and build in opportunities to model, respond, and share ideas, thoughts, and feelings.



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

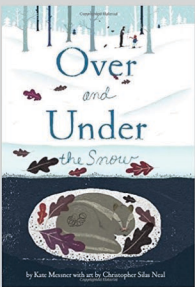


FEBRUARY



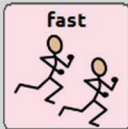
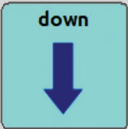
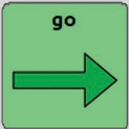
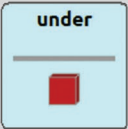
SUN	MON	TUES	WED	THU	FRI	SAT
					1	2
						Groundhog Day
3	4	5	6	7	8	9
10	11	12	13	14	15	16
				Valentine's Day		
17	18	19	20	21	22	23
	President's Day					
24	25	26	27	28		

Read **Over and Under the Snow** by Kate Messner, illustrated by Christopher Silas Neal.



The ground is covered with snow!
Discover who is hiding under the snow
as you travel over the snow.

Words to Model:



This activity creates an opportunity to conduct a science experiment and use target words to talk about it.

Make a volcano that erupts!



Materials needed:

1. Volcano made with material of choice. Check out Pinterest (<https://pinterest.com>) for many volcano making ideas.

2. Small container for volcano's center

3. Vinegar



4. Baking soda



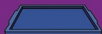
5. Liquid dish soap



6. Red & yellow food coloring



7. Tray to catch lava mess



Experiment- Add ingredients to the center container

1. Two spoonful of baking soda
2. One spoonful of dish soap
3. A few drops of each food coloring
4. For the eruption- add about an ounce of vinegar

What words naturally are used to describe the event?

Model one word or put words together!

The lava is **going over** the top.



The lava **goes down fast**.



Listen to the lava **go**.



Check out <https://sciencebob.com/make-your-own-volcano/>

Expanding an AAC Learners' Single Words

In typical language development, children acquire a vocabulary of about 50 single words and then they begin to combine two words. As we help AAC learners to develop vocabulary, it is important that we teach different types of words so that the child has a broad vocabulary base to create phrases. For example: *more car, read it, bye-bye Mom, go outside, go away, that hot.*

An AAC learner just getting started at the single-word level needs to see and hear a variety of 2-word combinations modeled, using his language system, before he can begin to imitate them.

Try these strategies to help the AAC learner use 2-word phrases:

1. **Add a word** When a learner says a single word, add a word and model (e.g.- touch) the 2-word phrase back to him.
Learner says: *bubbles*
Adult says and models: *open bubbles, bubbles up, no bubbles, bubbles pop, see bubbles, my bubbles* – depending on the context
2. **Provide choices, using two-word combinations**
More bubbles or all done bubbles?
Big bubbles or little bubbles?
Isaac blow or Mom blow?


























































Model short two-word phrases during the day and try to use different types of words. It's best to use grammatically-correct phrases as much as possible. So, say out loud "*You're finished*" even though you may model (touch) the words "*you*" and "*finish*" on the board or device. And remember that repetition with different materials, people, and activities throughout the day is the key to success.

Once a language learner can combine a variety of two-word phrases, begin to introduce longer phrases: *doggie down there, want more cracker, Dad read it again, give me a puzzle.*

Have fun modeling and growing language!



Try out some of the ideas on how to model a variety of word combinations using this month's target words in the chart below (Example shown: WordPower60 Basic SS):

February: <i>Over and Under the Snow</i> by Kate Messner with art by Christopher Silas Neal		
Target words	2 words	3-5 words
over  	over here   	Is it over here?       
under  	go under   	You can go under that.       
go 	go fast   	You go fast.     
down 	put down  	He put it down.      
fast  	that fast   	That is very fast.      
listen  	you listen  	Did you listen to it? 