

## I DO, YOU DO

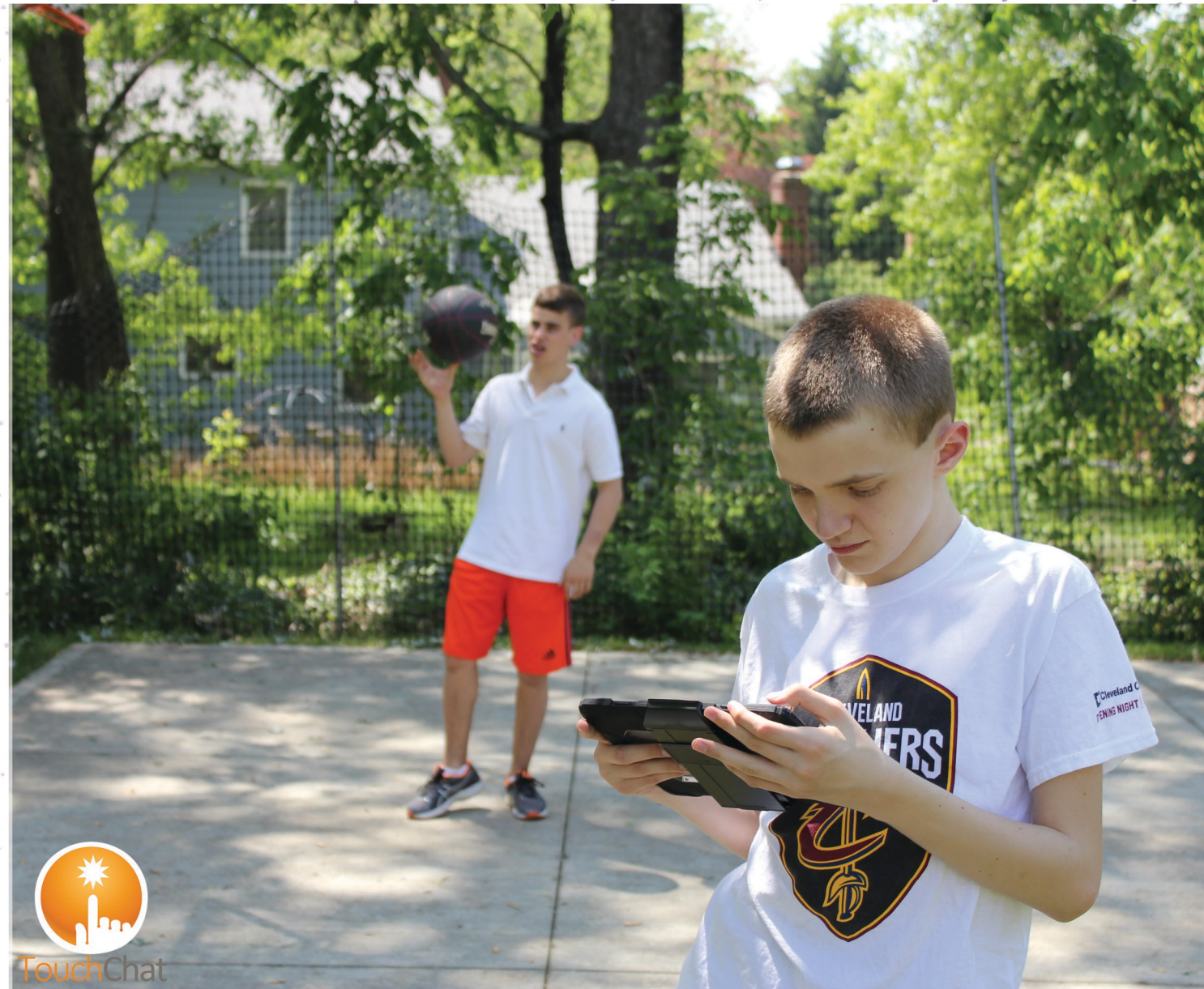
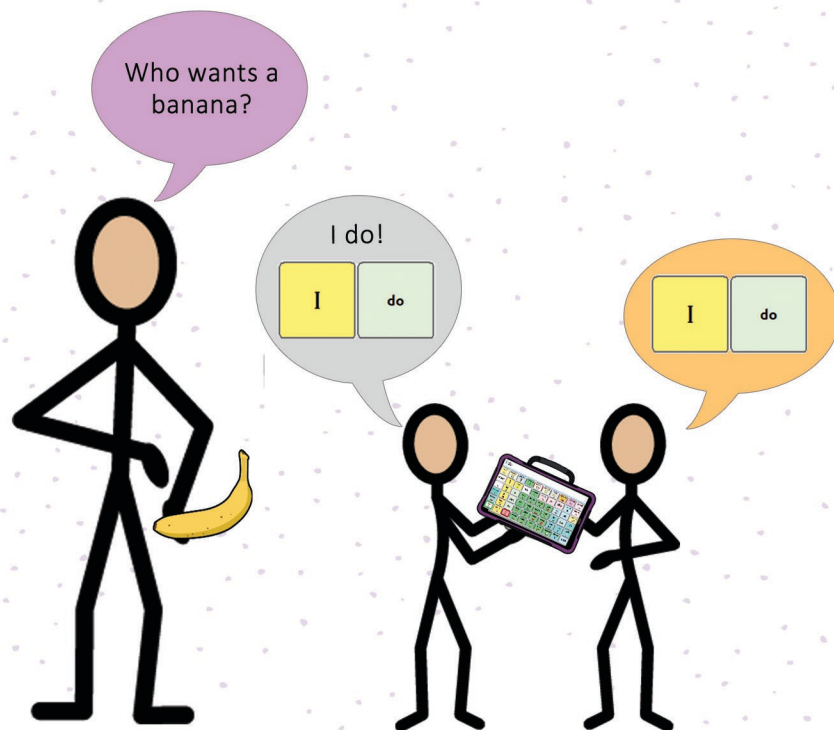
### Empower Family & Friends to Model AAC

Teach siblings, friends and family members to model language and use of AAC. Ask peers to model a response using the child's AAC system so the child can imitate.

Adult: "Who wants a banana?"

Peer: "I do!"

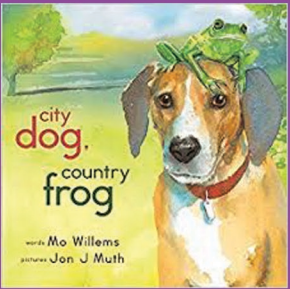
Learner: "I do."



# MAY

SUN	MON	TUES	WED	THU	FRI	SAT
<b>Model &amp; Grow Language</b> For AAC learners using single words, scan this code to unlock ideas for expanding beyond the one-word level and nurture language learning! 			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
Mother's Day						
19	20	21	22	23	24	25
26	27	28	29	30	31	
	Memorial Day					

Read **City Dog, Country Frog**, by Mo Willems illustrated by Jon Muth.



One spring day, City Dog runs freely in the country. He finds Country Frog sitting on a rock. Friendship blossoms and changes through the seasons. Explore city and country games with City Dog and Country Frog.

**Words to Model:**



**A Fun Opportunity to play** a game with a friend!

Let's **play stop - and- go** games!

**Materials:**

**stop** and go signs  
**friends**



**Game ideas:**

Large group: One **friend** is the sign director. Other **friends** are assigned to be a frog or dog and line up a specified distance away. The director stands at one end and uses the signs to direct the line friends - **STOP** or GO. Frogs hop. Dogs walk. First one to the director wins and becomes the next director.

Small group: **Play** with cars, trucks, trains. Create a city with roads. **Friends** take turns controlling traffic with **STOP** and GO signs. Friends **remember** to **wait** for traffic to pass when they are stopped. Please do not **run** in the street!

**Classroom:**

Use the signs during singing activities - indicate when to **STOP** singing or go to start singing.



## 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?*




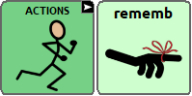



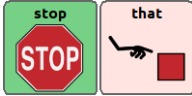

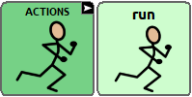
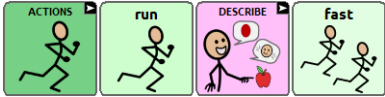
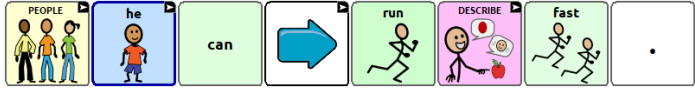

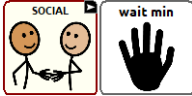




Model short two-word phrases during the day and try to use different types of words. It's best to use grammatically-correct phrases as much as possible. So, say out loud "*You're finished*" even though you may model (touch) the words "*you*" and "*finish*" on the board or device. And remember that repetition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

May: <i>City Dog, Country Frog</i> written by Mo Willems and illustrated by Jon Muth		
Target words	2 words	3-5 words
<b>play</b> 	<b>play iPad</b> 	<b>Do you want to play blocks?</b> 
<b>remember</b> 	<b>remember that</b> 	<b>Do you remember my friend?</b> 
<b>stop</b> 	<b>stop that</b> 	<b>Please stop the car.</b> 
<b>run</b> 	<b>run fast</b> 	<b>He can run fast.</b> 
<b>wait</b> 	<b>wait a minute</b> 	<b>Dad, wait for me!</b> 
<b>friend</b> 	<b>my friend</b> 	<b>She is my friend.</b> 

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