
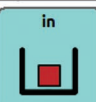





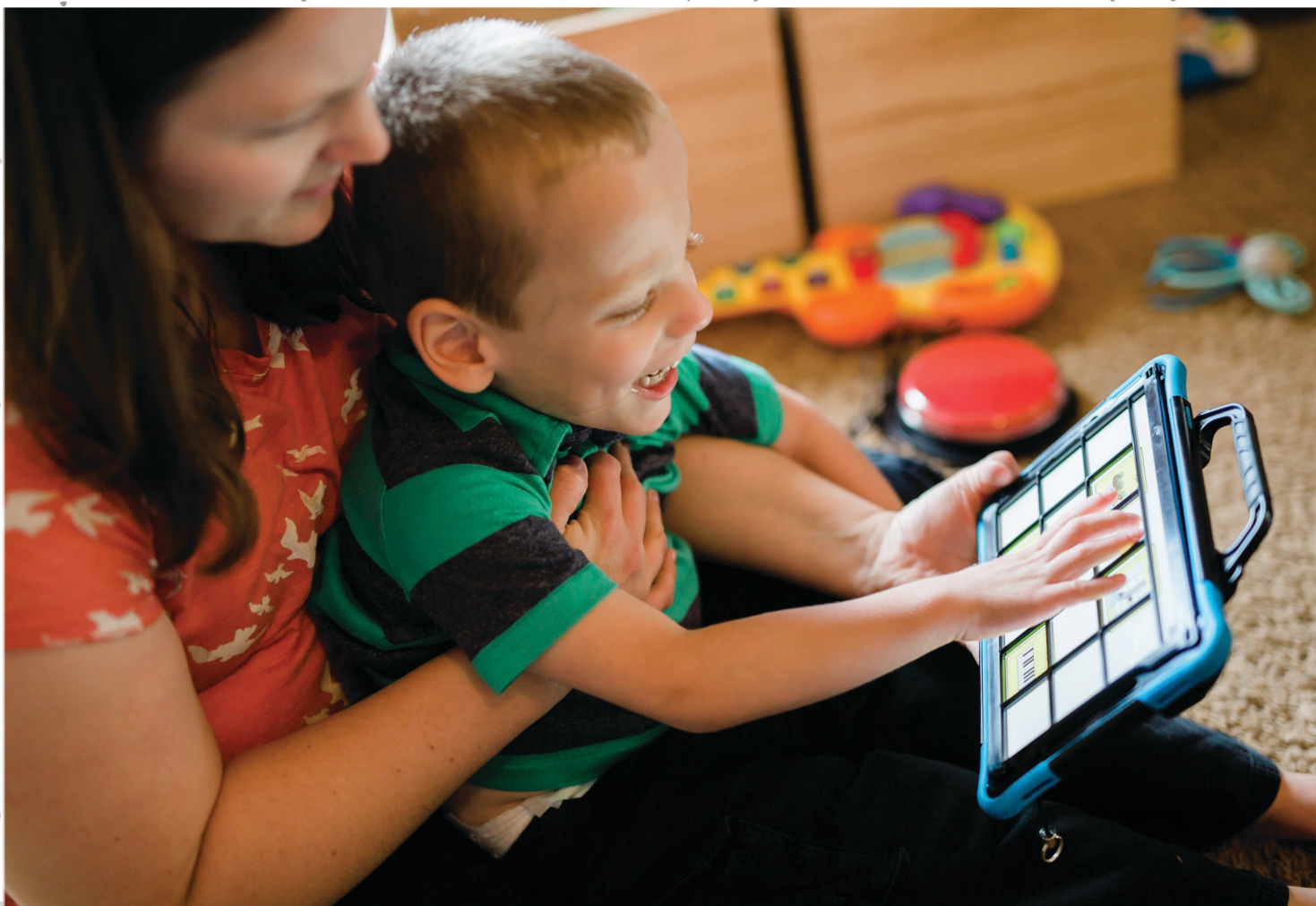
ROUTINES WITHIN ROUTINES
Grow Language within Predictable Routines

To help AAC users participate in routines and activities, build a beginning, middle and end then repeat until they know what is expected. Make activities predictable and repeat the process until the child understands the expectations and can participate.

"It's time for your bath. First, let's get your PJs out. Then we'll put water in the tub. Get in. Clean up."
"All clean! You're finished with your bath. Drain the water and let's get dry."

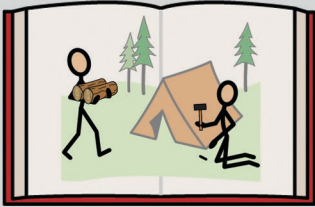
Bath Time			
	Get PJs ready		
	Put water in the tub		
	Get in		
	Wash up		
	Get out of bath		
	Dry off		
	Put PJs on		

OCTOBER



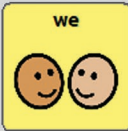
SUN	MON	TUES	WED	THU	FRI	SAT
Model & Grow Language For AAC learners using single words, scan this code to unlock ideas for expanding beyond the one-word level and nurture language learning! 		1	2	3	4	5
6	7	8	9	10	11	12
13	14 Columbus Day	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31 Halloween		

Read **A Camping Adventure** by Saltillo Corporation.



A weekend away is good for everyone. Join us as we discover all we can see and do on our camping adventure.

Words to Model:








A Fun Opportunity to go on a scavenger hunt!

Who will join us? Don't be **scared**!
Are you **ready**?



Scavenger Hunt Adventure - Find these!

Younger learner	Older learner
rock 	A "For Sale" sign
flower 	Something purple
acorn 	Something that begins with the letter B
leaf 	An animal with 4 legs
pine cone 	A house with a 3 in the address

As you find your items tell someone **"I see ____."**



Adjust the list to the learner's ability. Provide picture support for non-readers.

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?


























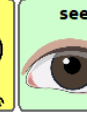







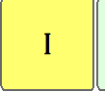



































Model short two-word phrases during the day and try to use different types of words. It's best to use grammatically-correct phrases as much as possible. So, say out loud "*You're finished*" even though you may model (touch) the words "*you*" and "*finish*" on the board or device. And remember that repetition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

October: A Camping Adventure by Saltillo's Kim Galant					
Target words	2 words		3-5 words		
who  	who did   		Who is ready?      		
we  	we go   		We are ready to go.      		
see  	you see  		What do you see?       		
ready*    <p>*Ready is often taught in a phrase/sentence.</p>	get ready  		Let's get ready to play.      		
scared  	not scared    		We are scared.      		
camping   	go camping    		I love camping.      		

© 2019 PRC-Saltillo. Non-commercial reprint rights for clinical or personal use granted with inclusion of copyright notice. Commercial use prohibited; may not be used for resale.
 Contact PRC-Saltillo for questions regarding permissible uses.
 SymbolStix®, Copyright 2019, SymbolStix, LLC. All rights reserved. Used with permission.

