MAKE IT PERSONAL

Make it Mine!

Add personal words to manual boards and devices to help AAC users participate and communicate about things that are important to them. Start with favorite people, activities and places. Try adding personal words to the back side of a manual communication board or use a flip board with personal words on the flip pages. You can also try a tri-fold board with the static core in the center and personal words on the sides.

NOVEMBER

My name	I live at	My b'day	I am _ years old	school	I like to	My pets	Fav TV	email			

mom	dad	Tom		pizza	goldfish		music	game		park	zoo

what	when	where	ABC 123	PEOPLE	QUESTN ?	ACTIONS	SOCIAL	PLACES	TIME	GROUPS	DESCRB
I	me	how	who	why	again	please	thank you	problem	now	bad	good
my/mine	am	to	be	feel	give	listen	happy	sad	tired	okay	cool
it	is are	will	come	hurt	hear	know	that	a	the	and	more
you	can	eat	drink	finish	get	love	make	need	all	at	some
your	do	go	help	open	put	say/talk	see/look	first	then	for of	on
here	have	like	play	read	stop	walk	show	wait min	in	up	off
yes	no/don't	want	take	tell	turn	watch	wear	work	out	down	with

Find manual boards and posters here
saltillo.com/chatcorner/content/29

Attend a webinar to learn more about customizing and implementing AAC: saltillo.com/webinars

Saltillo

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 Veteran's Day	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28 Thanksgiving Day	29	30

Read **Click, Clack, Moo: Cows That Type** by Doreen Cronin, illustrated by Betsy Lewin

CLICK, CLACK, MOO Cows That Type
by Doreen Cronin pictures by Betsy Lewin
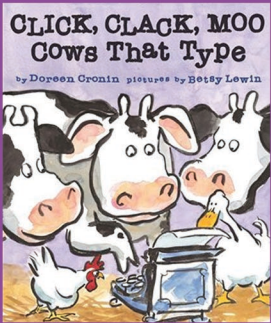
Farmer Brown has a problem. The cows like to type. He hears typing all day long!

Words to Model:

he | like | close | -ed | no | first 123 | problem

A Fun Opportunity to identify **problem**s using examples!

The word **problem** is an abstract term and might be easier to teach through examples. Read the story with each picture below and talk about the **problem**.

First, we **closed** the door. My brother and I had a pillow fight. Now we have a big mess. Mom did not **like** this. We have a **problem**.

The boys played baseball in the yard. John hit the ball through his bedroom window. Dad did not **like** this. **He** has a **problem**. **No** more baseball in the yard!

Mateo has a **problem**. **He** was at a park with his family. **He** wandered away and got lost. **He** did not **like** this! Mateo was happy when **he** found his mom.

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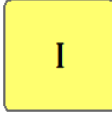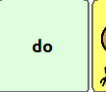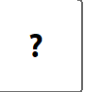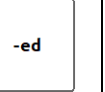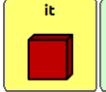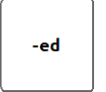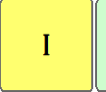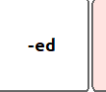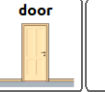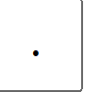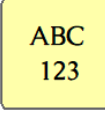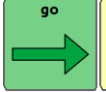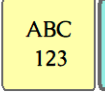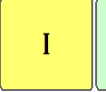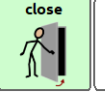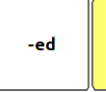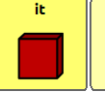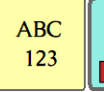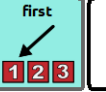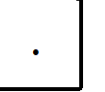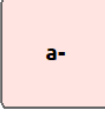
Model short two-word phrases during the day and try to use different types of words. It's best to use grammatically-correct phrases as much as possible. So, say out loud *"You're finished"* even though you may model (touch) the words "*you*" and "*finish*" on the board or device. And remember that repetition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

Model and Grow 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):

November: *Click, Clack, Moo: Cows That Type* by Doreen Cronin, illustrated by Betsy Lewin

Target words	2 words	3-5 words
he	he like	He likes cows.
like	i like	What do you like?
closed	it closed	I closed the door.
no	no more	No more work today.
first	go first	I closed it first.
problem* *problem is a next logical word.	what a problem	He has a problem.