



PowerPoint



# CORE WORD CLASSROOM

Step by Step Directions for  
Trainers & Students:  
Introducing the word **“IN!”**





# AAC 101: STEP 1 TARGET



Our target for this lesson is the word “IN.”



Use the next slide to see videos of other trainers using the word “IN” to model for their student.



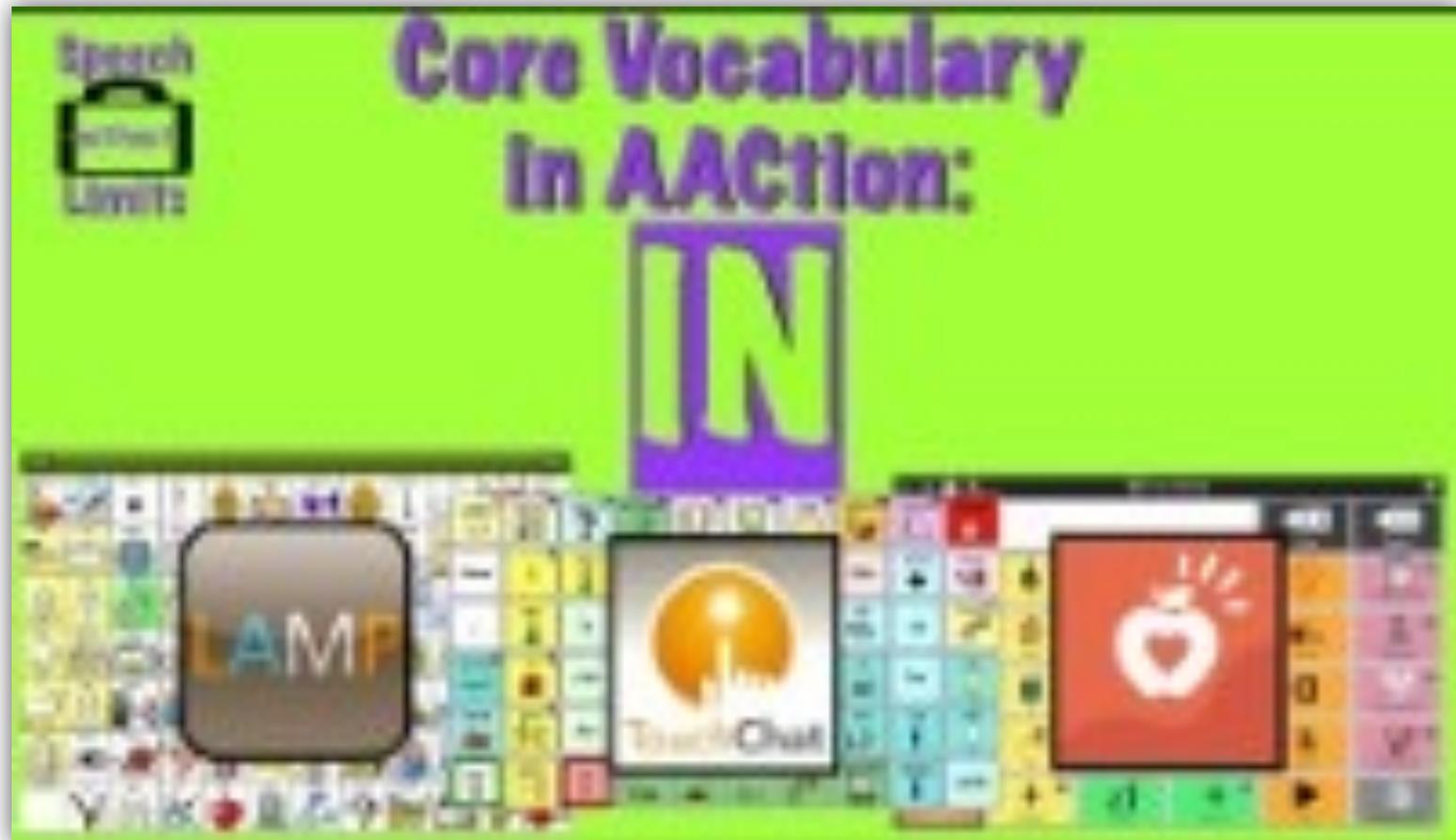
# GET READY!

How to model!

**Model the word “IN” like this!! →**

*Find the word “IN” on your students’ devices.*

**No device? No worries!**  
Download your own core board: [Project Core board, book, flipbook or 3-D symbol!](#)





# AAC 101: STEP 2 TRAIN TEAM

DAY 1: Use the next 3 slides to help you find the word, “IN” on the student’s communication system. Practice saying the word 5x using student's access method



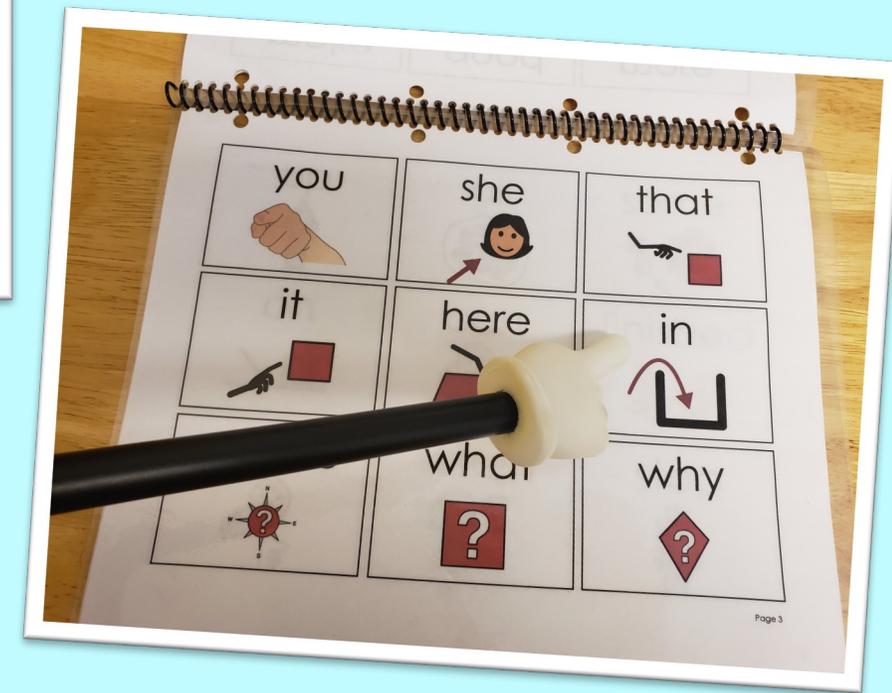
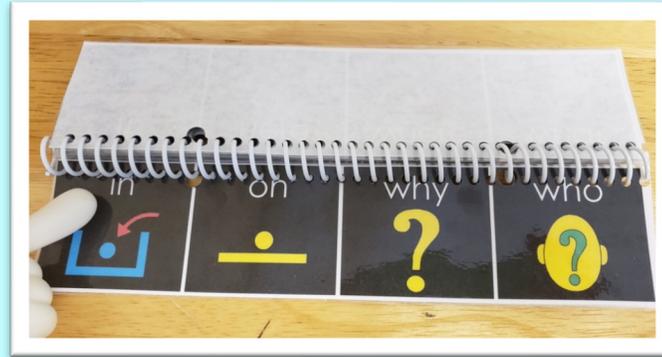
DAY 2: Practice saying the word “IN” in a sentence. “Put it in.”



DAY 3: Produce your own sentence with the word “IN.”

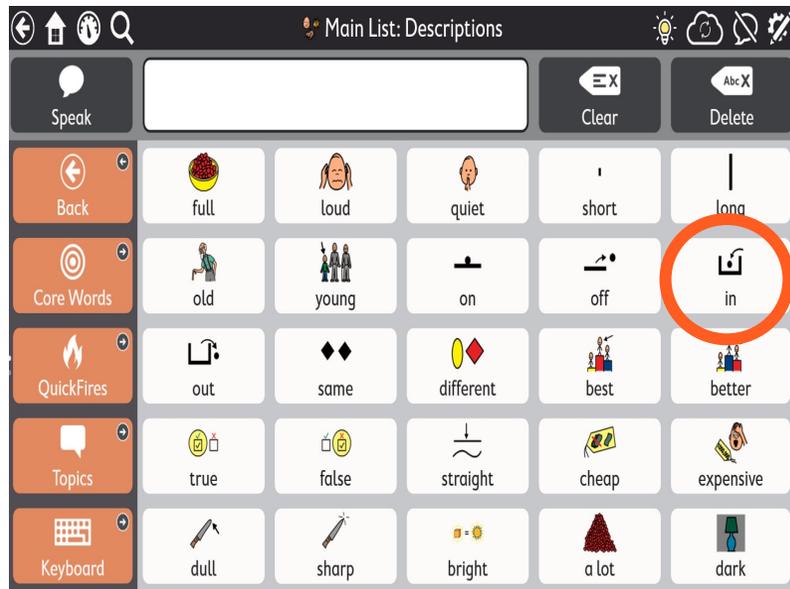


# WHERE IS MY WORD? IN Communication Board or Book



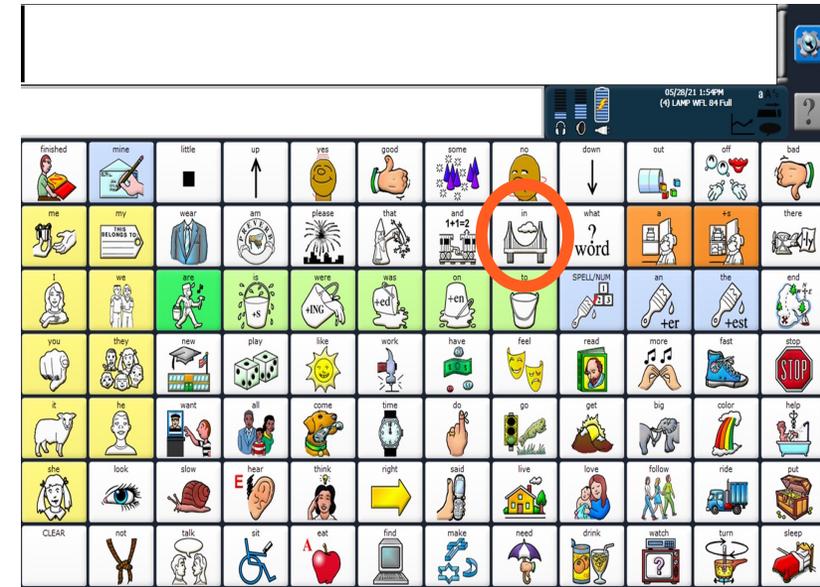


# WHERE IS MY WORD? IN Communication Device



Snap + Core program

TouchChat or Word Power program



LAMP or Unity program



“IN” is a high frequency core word. It should be on your student’s device on the HOME page or the CORE page.



# HOW DO I SIGN IT? IN





# STEP 2: TEAM CHALLENGE!

In the next few days...



Show a co-worker how you say the targeted word.



Show a co-worker how to say a new phrase you learned with your core word.



Use a sentence with the core word you created with a co-worker.



# AAC 101: STEP 2 TRAIN STUDENTS

1. Choose a book, video or song from the following 3 slides that is age appropriate or of interest to your student.

2. Tell the student what word you are learning today. Show (Model) them how to say the word using their form of communication.

3. Watch the video or read the book all the way through without models.

4. Watch the video or read the book again, this time showing them how to say the word "IN" each time you see it or hear it on the video (Model). This is just a model, *don't require them to do anything except notice you!*

5. Watch the video or read the book again, continuing to model the word "IN" for them. This time *pause after each model and WAIT*. See if the student will try it themselves. Make sure you wait long enough!



# CORE WORD VIDEO: IN

[Let's Learn IN](#) by Special Vib

More "IN" Videos:

[Core Words IN & out](#) by Wings Works

in

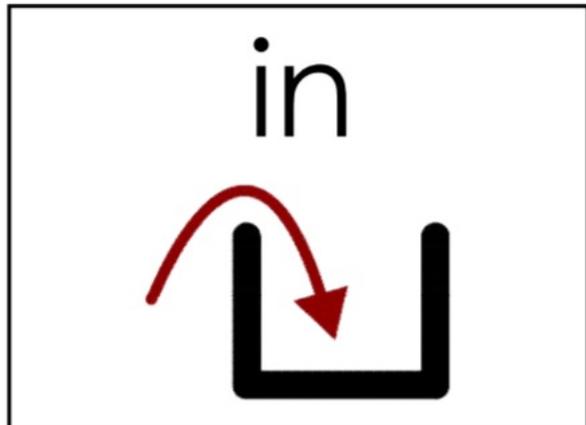




# CORE WORD BOOK: IN

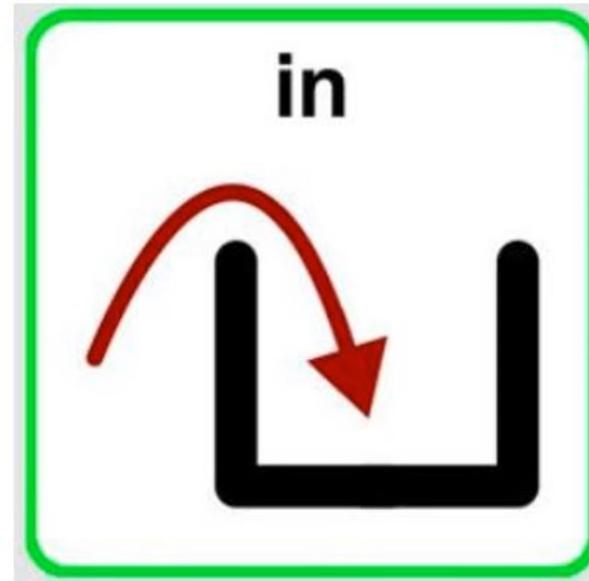
Core Word IN by emmaleemurry  
on Tarheel Reader

More "IN" Books on Tarheel  
Reader available in the  
[DTA School Book Library](#)



## Core Word: In

emaleemurray



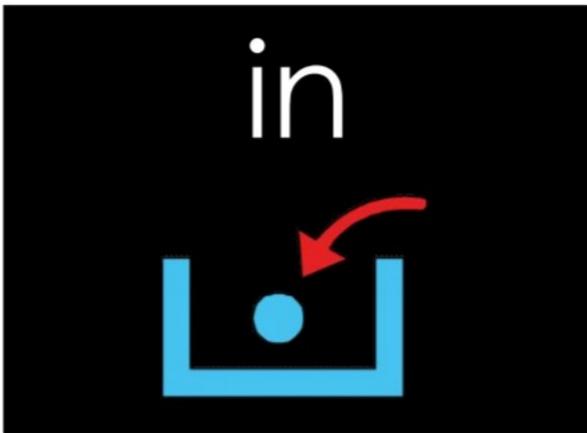


# CORE WORD SONG: IN

[Sight Word IN](#) Jack Hartmann  
Sight Words

More "IN" Songs

[IN Sight Word Song](#) by Miss  
Milly





# AAC 101: STEP 3 TAKE IN

Students observe the team (adults) using the word during typical daily activities. Use our examples or think of your own!

Entering  
Classroom

Adults model using the word "IN" when students enter the classroom. "Come in." "Notebooks in here."

Cafeteria

Adults model using the word "IN" during cafeteria time. "Put it in the trash." "Type in your student ID number."

Dismissal

Adults model using the word "IN" when packing up to go home. "Put your stuff in your bookbag" "Get in line."



# STEP 3: TEAM CHALLENGE!

In the next few days...



**Teamwork:** All the adults work together to model the word “IN” 200 times in one day! How close can you get?



Like a watch, but for your finger, [Finger Counters](#) are an easy way to count your models!



Pick a 10-minute time slot once a day to use the words consistently with the student

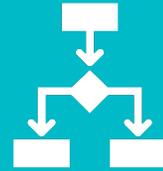


*Everything is more fun with a prize at the end! Once you hit your target each month, give yourself a treat! What reward do you want to work toward this month?*



# STEP 4: TRY IT!

*Encourage your student to communicate using these handy tips!*



This week we are going to use the Expectant Pause strategy: model a word in a situation when it's appropriate for the student. Wait or "pause" after you model to see if the student repeats the word. **DO NOT** assume a student wants to say something. If they do not repeat, it may not be something he/she wants to say.



When going to another class (PE, specials), say "We are in line!" Then ask one student "Where are we?" Use expectant pause or WAIT TIME to see if she says "in" line. Model again if appropriate!



# STEP 5: TALK

During the rest of the day the student is practicing using the target word to communicate in real situations.



Look at your daily schedule.



During each scheduled activity pick one time you could model and use the word "IN."



Look for any opportunity during the day to model and expect the student to use the word "IN."



Follow the student's lead. If the word "IN" reflects something they are trying to say themselves, model and expect them to follow along! "I see you are in line!"