



PowerPoint



# CORE WORD CLASSROOM

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





# AAC 101: STEP 1 TARGET



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



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



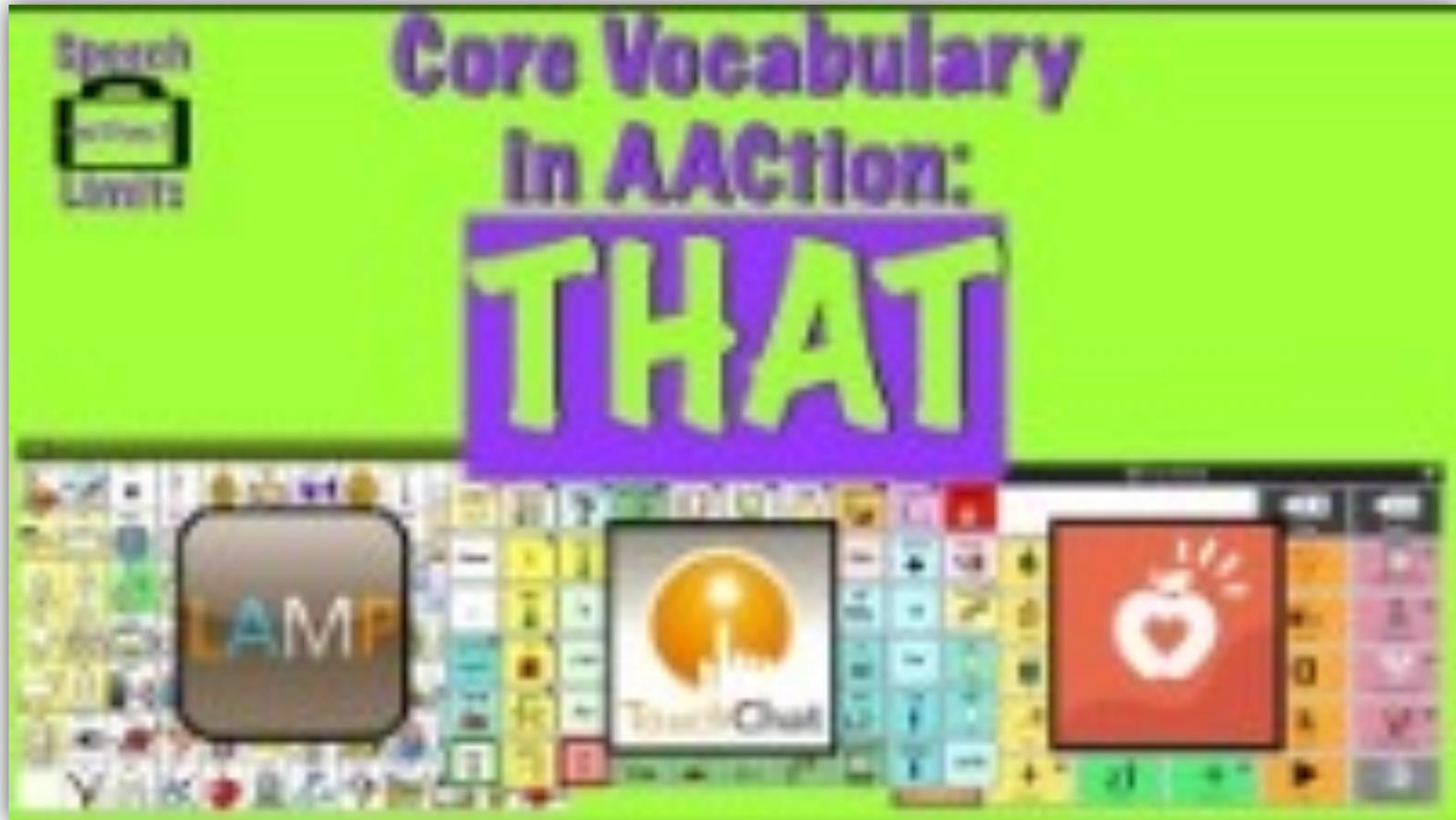
# GET READY!

How to model!

**Model the word “THAT” like this!! →**

*Find the word “THAT” 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, “THAT” on the student’s communication system. Practice saying the word 5x using student's access method



DAY 2: Practice saying the word “THAT” in a sentence. “I want that.”

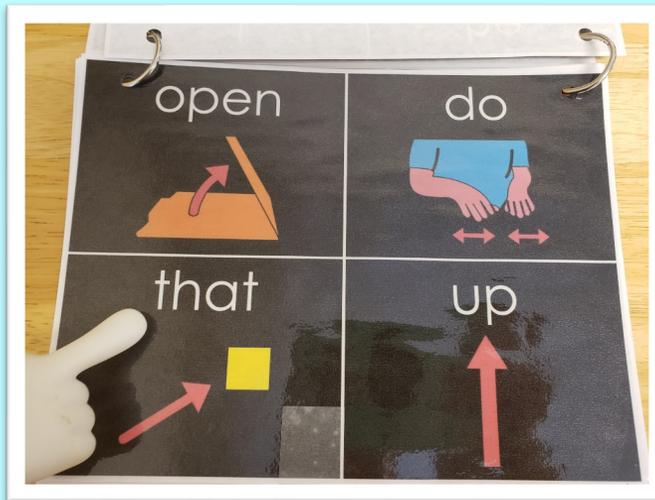


DAY 3: Produce your own sentence with the word “THAT.”



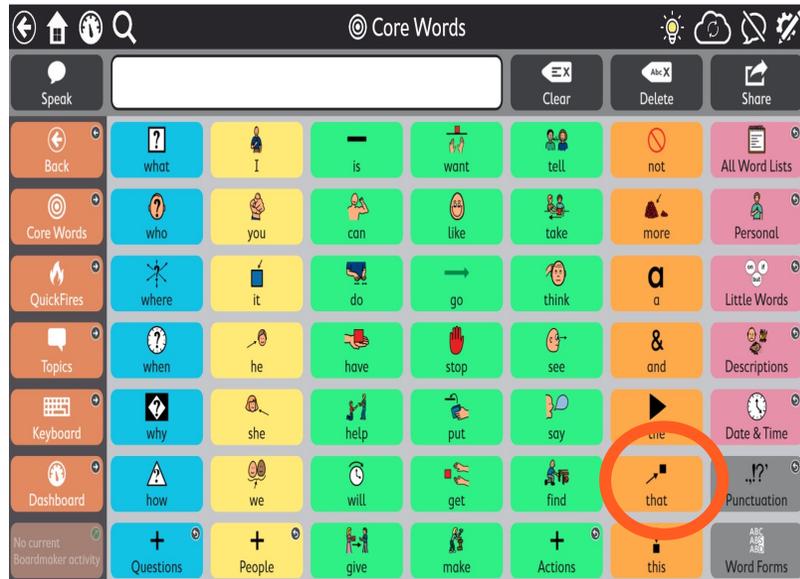
# WHERE IS MY WORD? THAT

## Communication Board or Book



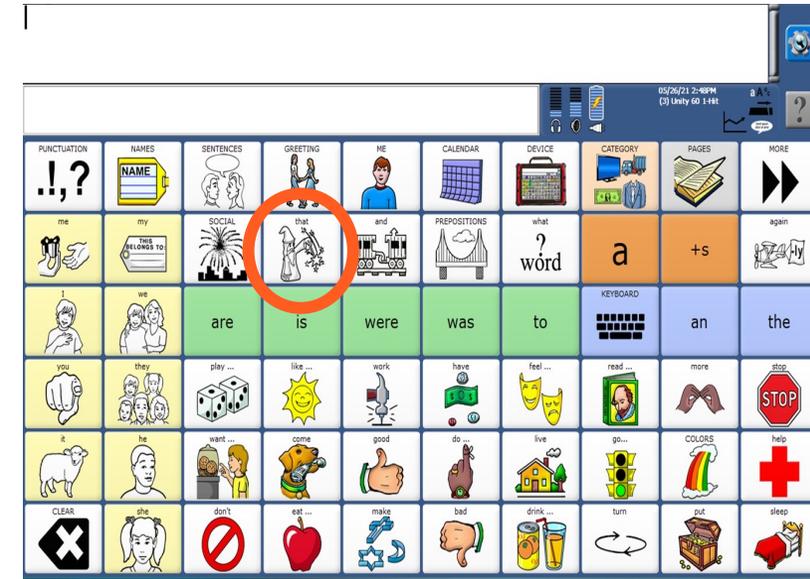
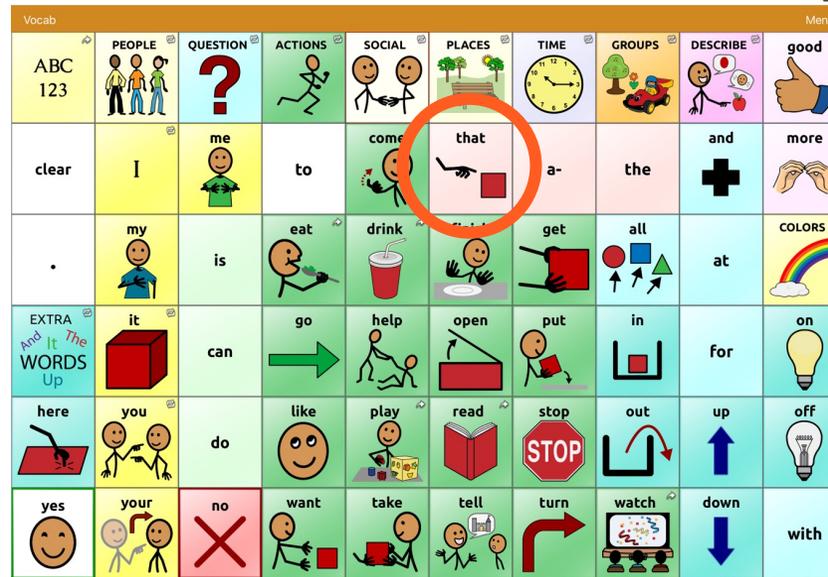


# WHERE IS MY WORD? THAT Communication Device



Snap + Core program

TouchChat or Word Power program



LAMP or Unity program



“That” 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? THAT

HOW TO SIGN  
THAT



# 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 "THAT" 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 "THAT" for them. This time *pause after each model and WAIT*. See if the student will try it themselves. Make sure you wait long enough!

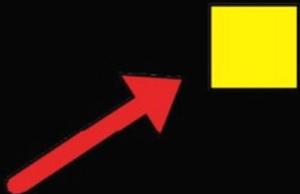


# CORE WORD VIDEO: THAT

[Core Word - "That"](#) by KJ  
Speech



that





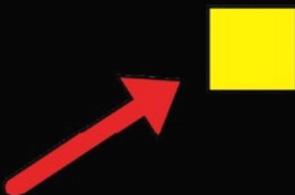
# CORE WORD BOOK: THAT

[“THAT is my Friend”](#) by  
Tobiidynavox

More “THAT” Books by  
Tobiidynavox

[“That Thing”](#)  
[“Shopping”](#)

that



That Is My Friend



[www.boardmakeronline.com](http://www.boardmakeronline.com)  
[www.tobiidynavox.com](http://www.tobiidynavox.com)  
©2017 Tobii Dynavox, LLC. All rights reserved.

Boardmaker

tobiidynavox

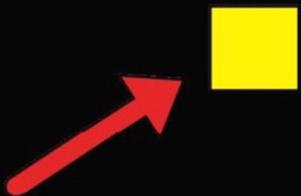


# CORE WORD SONG: THAT

[“That is my school.”](#)

by Speech Therapy  
Songs

that





# 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!

## Cafeteria

Adults model using the word “THAT” during a meal. "I want that." "That's gross." "I like that."

## Life Skills

Adults model using the word “THAT” during morning check in. "Give me that." "I need that." "That's mine."

## Dismissal

Adults model using the word “THAT” when packing up to go home. "I need that folder." "I like that you helped me."



# STEP 3: TEAM CHALLENGE!

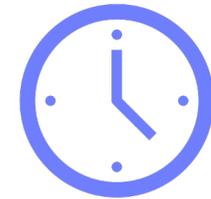
In the next few days...



**Teamwork:** All the adults work together to model the word “THAT” 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

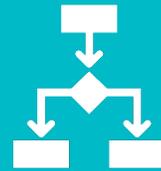


*Everything is more fun with a prize at the end! Once you hit your target each month, give yourself a treat! What reward do you want to work toward this month?*



# STEP 4: TRY IT!

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



This week we are going to use the Respect and Reflect Strategy: this strategy acknowledges and accepts a student's communication in ANY form. This includes pointing or gestures, vocalization or yelling, moving their body toward something, verbal speech, or AAC. The communication partner acknowledges the communication by giving it a "label" or a "name".



The student points to something on the table. The teacher models and says, "Look at that!" to engage in a conversation about the item.



# 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 "THAT."



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



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