



PowerPoint



CORE WORD CLASSROOM

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





AAC 101: STEP 1 TARGET



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



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



GET READY!

How to model!

Model the word “MORE” like this!! →

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



DAY 2: Practice saying the word “MORE” in a sentence. “I want more.”

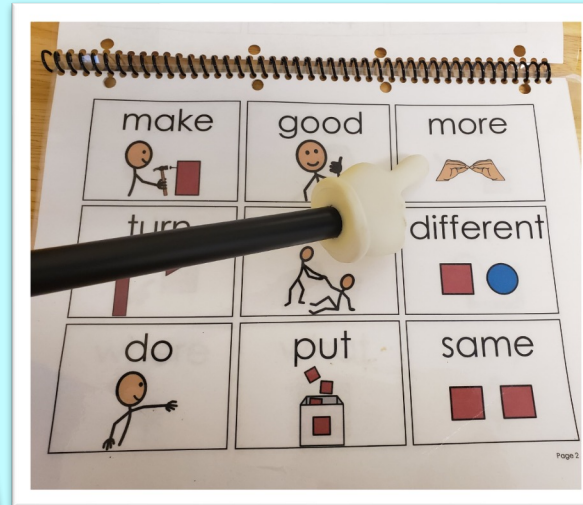


DAY 3: Produce your own sentence with the word “MORE.”



WHERE IS MY WORD? MORE

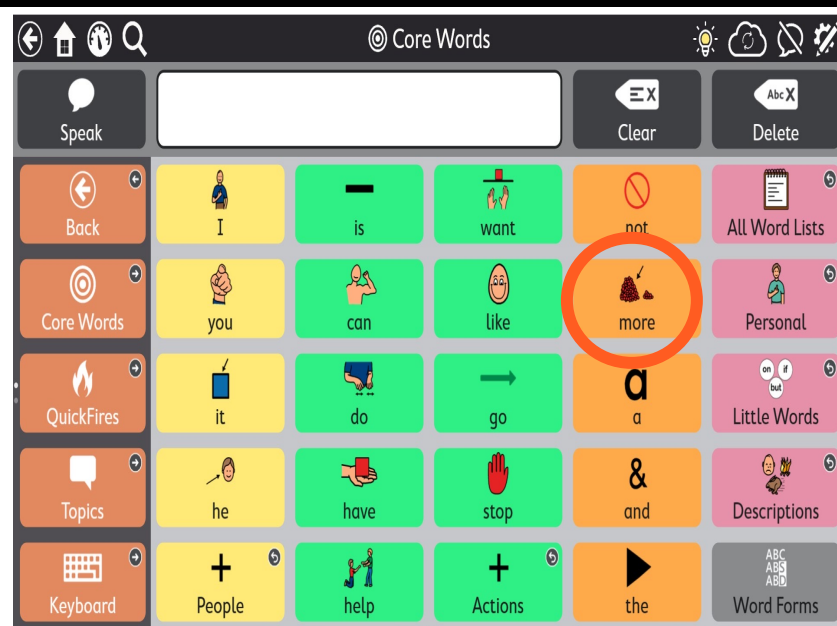
Communication Board or Book



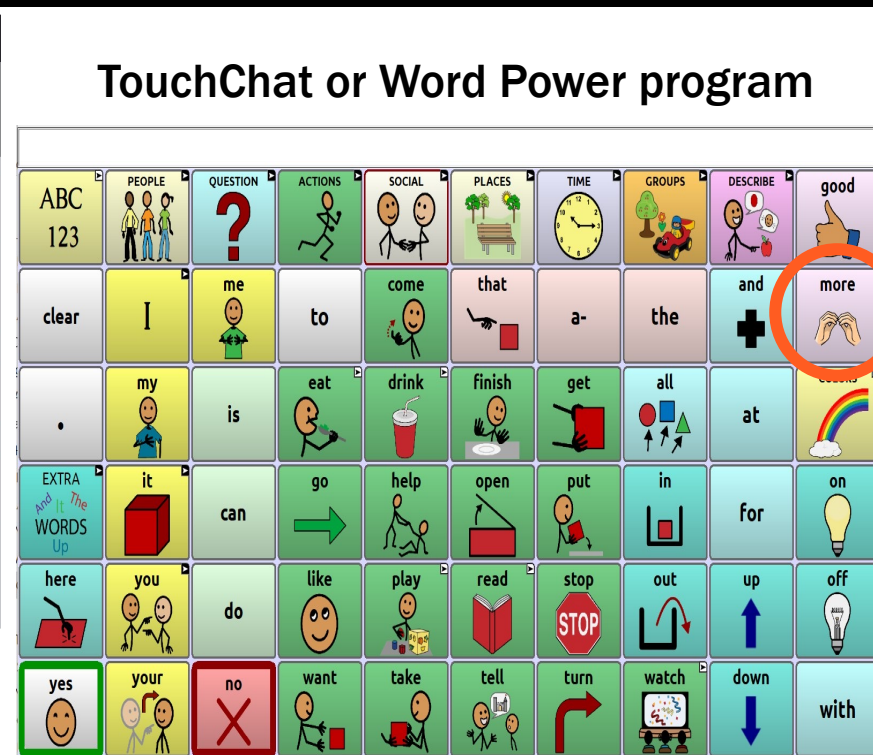


WHERE IS MY WORD? MORE

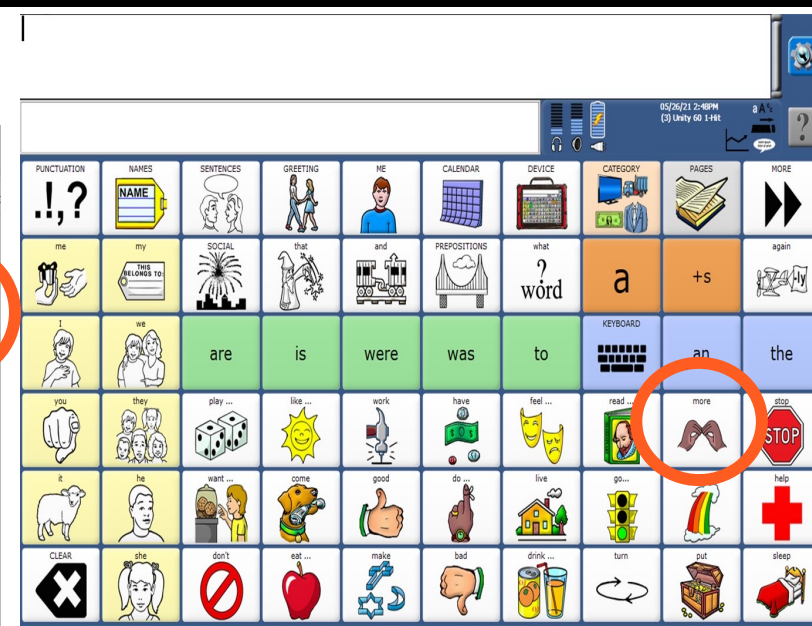
Communication Device



Snap + Core program



TouchChat or Word Power program



LAMP or Unity program



“MORE” 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? MORE





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



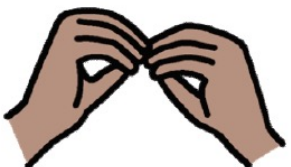
CORE WORD VIDEO: MORE

[Let's Learn MORE](#) by Special
Vibs

More "MORE" Videos:

[Core Word MORE](#) Katelyn
Kippes

more





CORE WORD BOOK: MORE

[Lion Wants MORE](#) The Singing
SWLP Missy

More "MORE" Books

[Bear Wants MORE](#)
SpeechYouCanTeach SLP

[Just one MORE](#) by Kelly Cadden

more





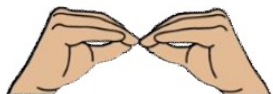
CORE WORD SONG: MORE

[MORE Core Vocabulary Song](#) by
Speech ad Language Songs

More “MORE” Songs:

[The MORE We Get Together](#) by
Super Simple Songs

more





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!

**1:1 Instruction
Time**

Adults model using the word “MORE” during one-on-one instruction time. "I need more materials."

**Center Rotation
Math**

Adults model using the word “MORE” during math center rotation. "There are more items here." "X is more than Y."

Snack

Adults model using the word “MORE” during snack time. "I want more." "No more." "He got more!"



STEP 3: TEAM CHALLENGE!

In the next few days...



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



Make a Goal
Thermometer for each day of the week. Can you beat your best modeling count?



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

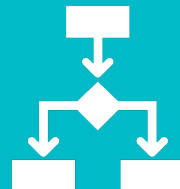


*Everything is more fun with a prize at the end! Once you hit your target each month, give yourself a treat!
What reward do you want to work toward this month?*



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".



During snack time, the student reaches toward a bag of cookies (he/she may be able to reach into the bag and that's ok!). Model using the word "more" and say, "You want more cookies!" and allow the student to get more cookies. Do NOT restrict the item.

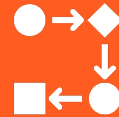


STEP 5: TALK

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 “MORE.”



Look for any opportunity during the day to model and expect the student to use the word “MORE.”



Follow the student’s lead. If the word “MORE” reflects something they are trying to say themselves, model and expect them to follow along! “I see you want more Skittles!”