



PowerPoint



CORE WORD CLASSROOM

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





AAC 101: STEP 1 TARGET



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



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



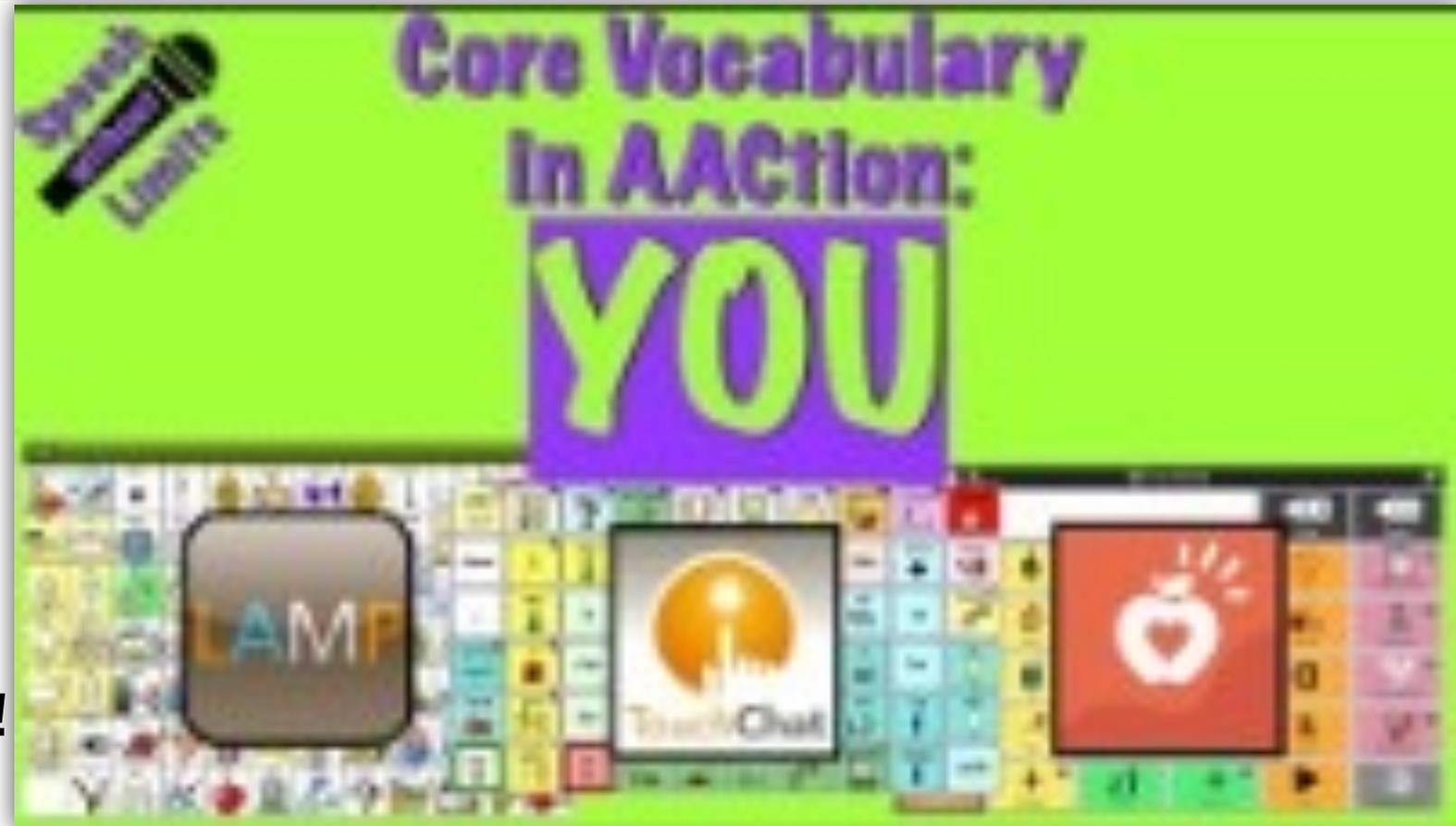
GET READY!

How to model!

Model the word “YOU” like this!! →

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



DAY 2: Practice saying the word “YOU” in a sentence. “I see you!”

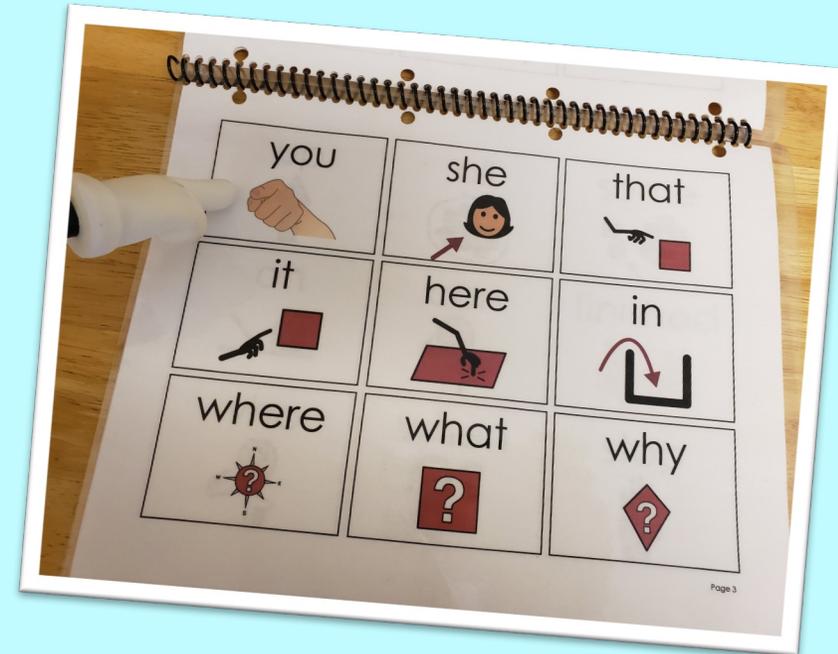


DAY 3: Produce your own sentence with the word “YOU.”



WHERE IS MY WORD? YOU

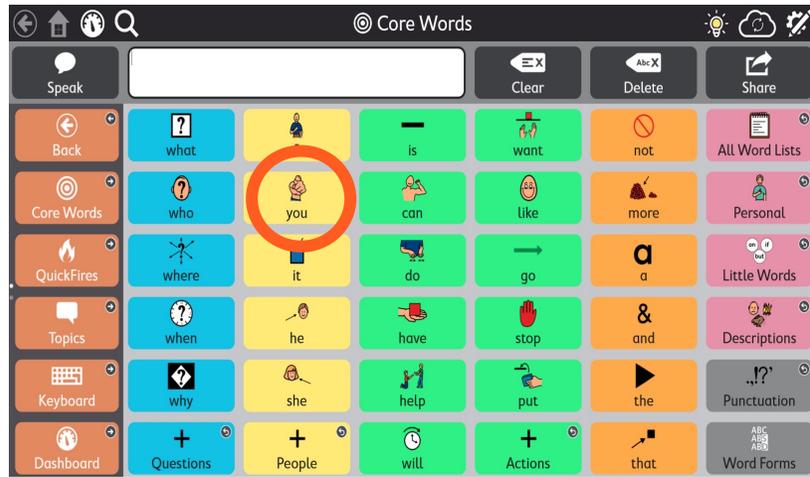
Communication Board or Book





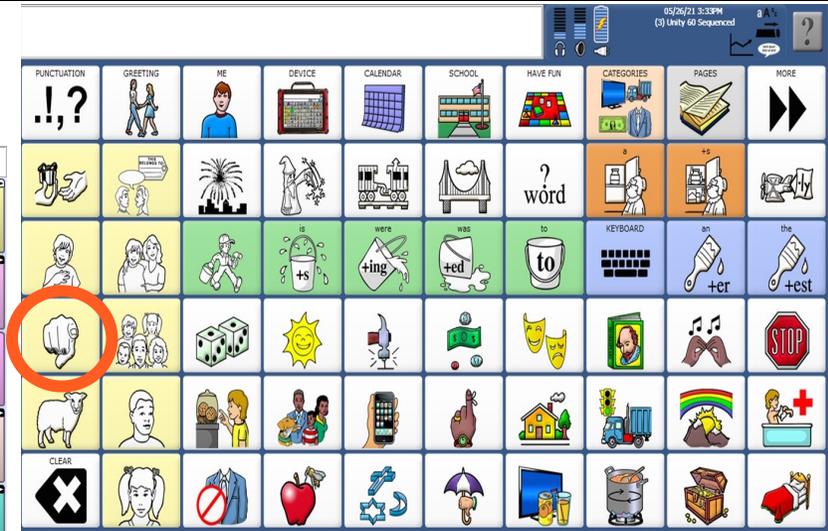
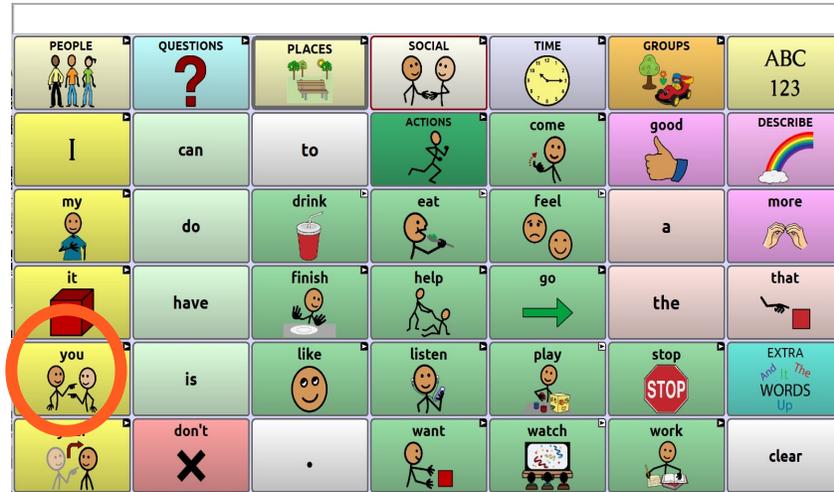
WHERE IS MY WORD? YOU

Communication Device



Snap + Core program

TouchChat or Word Power program



LAMP or Unity program



“YOU” 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? YOU



handspeak.com



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 "YOU" 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 "YOU" 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: YOU

[Let's Learn YOU](#) by Special Vibz

More "YOU" Videos:
[Core Word in AAction YOU](#) by
Speech Without Limits

you





CORE WORD BOOK: YOU

[Brown Bear, Brown Bear, What do you see](#) [Read Aloud](#) by Darren Robert McTurk

More "YOU" Books:

[What Would You Do In a Book About You?](#) [Read Aloud](#) By KidTimeStoryTime

you





CORE WORD SONG: YOU

[YOU Core Vocabulary Song](#) by Speech and Language Songs

More "YOU" Songs:

[You are the Best](#) by Koo Koo Kanga Roo

[See you Later](#) by Super Simple Songs

you





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!

Arrival

Adults model using the word "YOU" when arriving to class. "Good to see you!" "You made it!" "You can come in."

Restroom/Bathroom

Adults model using the word "YOU" during restroom/bathroom break. "You can do it." "You need help?" "You can go."

PE/Recess

Adults model using the word "YOU" PE or recess time. "You got it!" "You go!"



STEP 3: TEAM CHALLENGE!

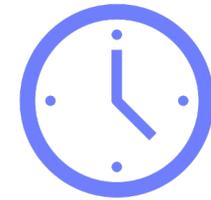
In the next few days...



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

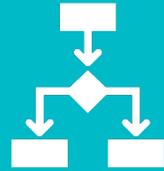


Everything is more fun with a prize at the end! Once you hit your target each month, give yourself a treat! What reward do you want to work toward this month?



STEP 4: TRY IT!

Encourage your student to communicate using these handy tips!



This week we are going to use the Momentum strategy: Use the word "You" in a phrase 3 times before asking the student to use it.



When describing something the student has in their backpack at the end of the day, say "You have your talker," "You have your notebook", and "You have a jacket". Wait for the student to say "you" to describe something you are holding!



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 “YOU.”



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



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