



PowerPoint



# CORE WORD CLASSROOM

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





# AAC 101: STEP 1 TARGET



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



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



# GET READY!

## How to model!

**Model the word “HE” like this!! →**

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



DAY 2: Practice saying the word “HE” in a sentence. “He wants more.”

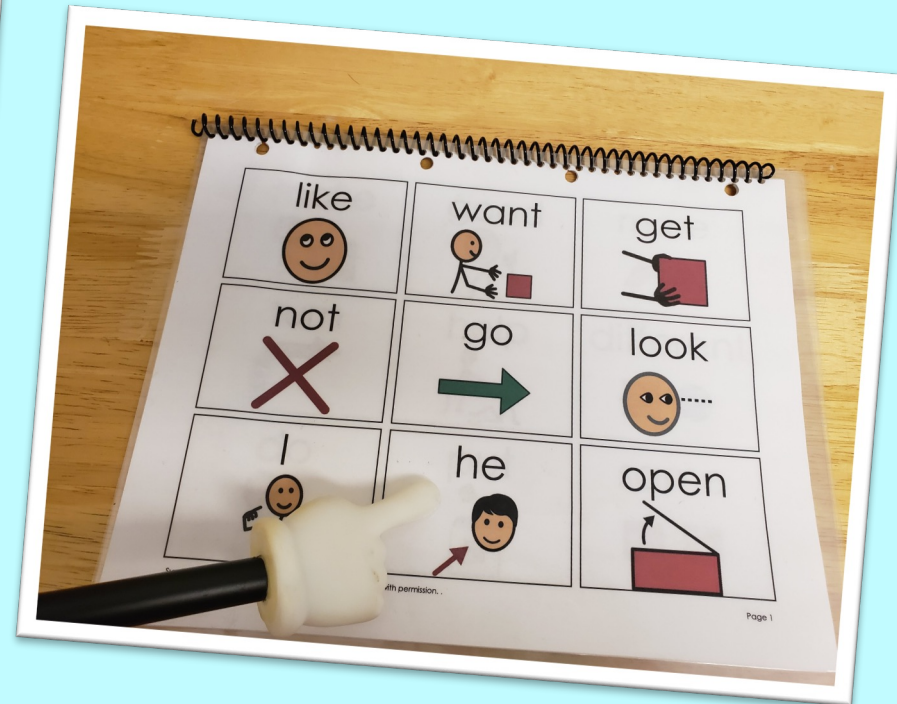


DAY 3: Produce your own sentence with the word “HE.”



# WHERE IS MY WORD? HE

## Communication Board or Book

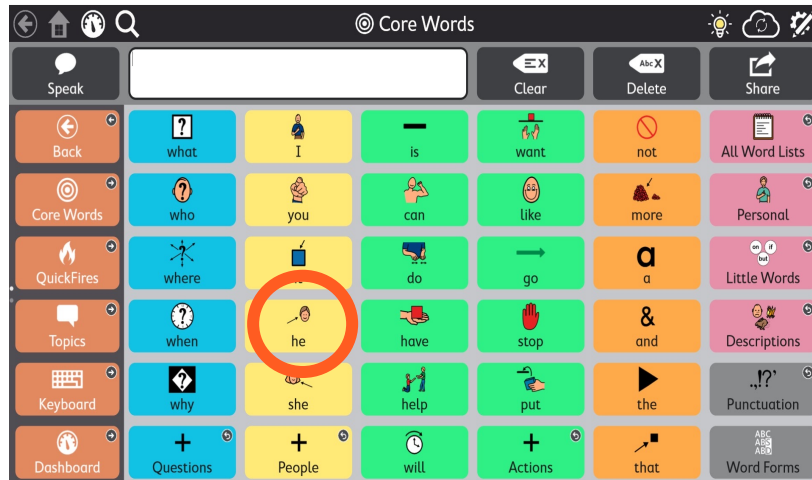




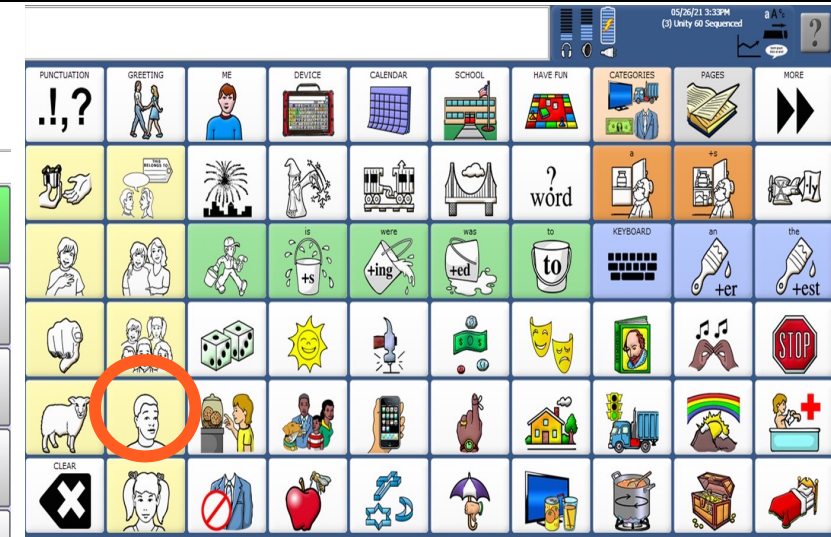
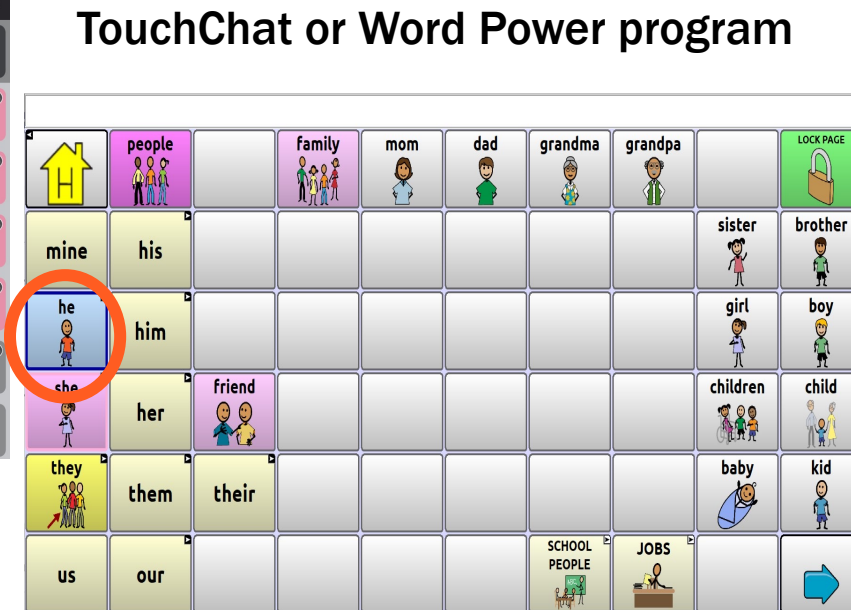


# WHERE IS MY WORD? HE

## Communication Device



Snap + Core program



LAMP or Unity program



“HE” 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? HE

HOW TO SIGN

---

HE



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



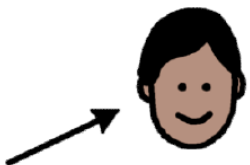
# CORE WORD VIDEO: HE

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

More "HE" Videos:

[Core Word in AAction HE](#) by  
Speech Without Limits

he





# CORE WORD BOOK: HE

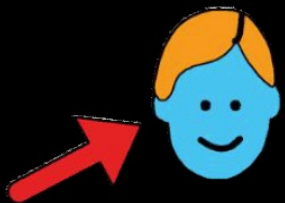
[HE is Ready](#) by TobiiDynavox

More “HE” Books by TobiiDynavox

[My Brother HE](#)

[Mystery Man HE](#)

he



## He Is Ready!



Core First® Learning

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# CORE WORD SONG: HE

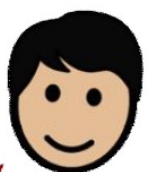
[Sight Word HE](#) by Jack Hartmann

More “HE” Songs:

[Sight Word HE](#) by Mr. Clown



he





# 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!

**Meals**

Adults model using the word “HE” during a meal. “He wants all the chips.” “He sat here.” “He got the apple!” “He put all of the trash in the garbage can.”

**Morning**

Adults model using the word “HE” during morning check in. “He is here today.” “He put all of your papers in the box.”

**Packing**

Adults model using the word “HE” when packing up to go home. “He get his belongings out of your locker.” “He packed up his homework.”



# STEP 3: TEAM CHALLENGE!

In the next few days...



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

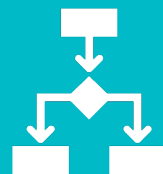


*Everything is more fun with a prize at the end! Once you hit your target each month, give yourself a treat! What reward do you want to work toward this month?*



# STEP 4: TRY IT!

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



This week we are going to use the Respect & Reflect Strategy: Watch the student's behavior to find an opportunity to model a word to match what they are saying with their bodies or behaviors.



Keep an eye out for any time, during your 3 activities, that the student appears to have something to say that could include the word, "HE" then model it for them. For example, student reaches for more of a food item. Model, "He wants it all?"



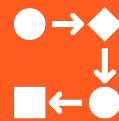


# STEP 5: TALK

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 “HE.”



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



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