



# Liberator

Teaching core words  
across the day

*Common Activities*



*LAMP WFL Edition*



Should you require any support, please do not hesitate to contact your Liberator consultant or call:

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## Introduction

As a therapist working in a busy special needs school, I was always looking for quick resources that I could easily print and share with others. This ensured my clients were focussing on the vocabulary which would give them the best chance of successfully communicating with others across activities as quickly as possible. It was always a challenge to integrate my communication goals with pre-planned classroom activities so they could easily be worked on without feeling like a hassle for people!

This booklet draws on the work by Liberator and Lindsey Paden-Cargill in her document *Core Vocabulary Studies and Core Word Activities v2*. Following a review of common core words, we have looked at the 50 first words list, developed by Prentke Romich Company. This list was created following a clinical evaluation of word frequency lists (which words we use most frequently in our speech), with additional consideration given to developmental factors such as core words which can be used alone (i.e. for those at a single word level), words which can be used across settings and words which can be more easily taught in context.

The companion pack to this resource 'Teaching Core Words Across the Day – First 50 core words', focusses on each word in isolation. This pack helps you think about how to take common and popular activities and teach a range of core words and language functions within them.

To assist you further this resource will help you locate each of the core words we will teach, within the LAMP Words for Life vocabulary you are using.

We realise some clients who are starting out with AAC or learning vocabulary are older, we have tried to avoid referring to AAC users as 'children' or 'students'. Instead we have adopted the phrase 'People who use AAC' which you will see abbreviated to PWU AAC.

We hope you find this updated resource a useful tool to help support the vocabulary of the PWU AAC whom you support.

## How to use this booklet

This booklet is designed to provide you with ideas and inspiration for developing the vocabulary of the PWU AAC, who you support, and encouraging development of both sentence length and language functions across activities and routines.

### **Content**

In this pack we look at popular activities and routines and think about how we can model vocabulary, extend sentence length and encourage differing language functions within each activity. Each activity plan comes with a simple 'smartchart', to help you find the words you can target within the activity, in your LAMP Words for Life Vocabulary.

At the end of this pack you'll also find a simple goal tracker, to help you monitor progress.

### **Sharing the ideas**

To support you to easily share the relevant resources, each core word or activity is separated onto handouts. This allows you to quickly print out the relevant pages for your client and pass them to the relevant people (i.e. classroom staff/parents/carers) for insertion into care plans, classroom planning or homework books.

## Core and Fringe Vocabulary

When we think about vocabulary within AAC we can categorise the words we use as either *core* or *fringe* vocabulary.

### **Core vocabulary**

Core or 'high frequency' words make up most of the speech we use as adults. These words tend to be small words which are not specific to a topic or activity. Core words consist of all word types including verbs (action words), determiners (this, that etc), descriptors (big, small etc), pronouns (I, you etc), prepositions (on, in, under etc) and conjunctions (and etc). Core words can be harder to represent with a picture so lots of modelling is needed to teach them!

### **Fringe vocabulary**

Fringe or 'topic' words occur less frequently in adult spontaneous speech. These words are nouns or proper nouns (names) and are much easier to represent with a picture. They are very topic specific. Whilst they are not as frequently used in speech, they are still important to consider. Fringe vocabulary can be incredibly personal and so it may be that what is important to one person isn't to another.

Numerous studies have looked at the ratios of core and fringe vocabulary within differing language samples. Samples typically tend to consist of around 80% core and only 20% fringe vocabulary.

This booklet focuses on the first 50 core words as collated by PRC and some common fringe words that may be useful when starting out with AAC.

We've tried to avoid focussing on one client group and instead provide ideas for PWU AAC of all ages and abilities.

**Common Activities to Model Core Vocabulary Words– Handouts**

- Music
- Cars
- Snack Time
- Colouring
- Playdoh
- Bubbles
- Marbles
- Balloons
- Blocks / Lego
- Cooking
- Ball
- Dress up
- Videos
- Mealtimes
- Board games
- Wind-up toys
- Reading
- Tasting
- Makeover
- Photography

## Music

### Equipment

- Music player (CD player / tablet etc)

### Vocabulary

*Core* – play, stop, go, want, I, you, dance, sing, next, more, like, not, turn, up, down, awesome, it, make

*Fringe* – CD, song,

### What to do

Music is incredibly motivating for so many of us and can be personalised to our own individual tastes and moods. With a simple music player, we can elicit language in many ways.

Choose some music you know the PWU AAC enjoys. Load up the music player and listen to some songs. If it feels appropriate you can sing along or even have a dance!

Explore the music available by scrolling through the song choices and getting the PWU AAC to indicate when they have heard a song they like and want to play. Mix it up by popping some songs in there you know they don't like so they can tell you no!

Pause the songs and ask if they want more of the song or want to change songs.

Turn the music down low so that you can barely hear it and encourage the PWU AAC to ask for the volume up.

### Sentence Ideas

1WL – play, stop, go, more, like, want, awesome, dance, sing

2WL – play more, want more, I like, I/you dance/sing, play CD, not like, make play, turn up

3 WL – I like it, I want more, I want dance, turn it up, make it play,

### Language Functions

*Requesting* – want, I want, I want more

*Directing* – play, play song, you play song

*Commenting* – like, I like, I like it

*Rejecting* – stop, not like, I not want

*Questioning* – you like? you want dance?

*Interjecting* – awesome!







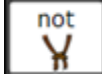























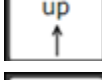



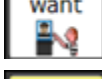



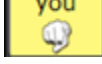

### Generalisation

Use these strategies whenever you are listening to music such as when out in the car.

You can apply the same strategies when watching music videos on YouTube or similar sites.



## Music – Words to learn

awesome	 please	 aweso	next	 and	 next
CD	 more	 CD	not	 not	 not
dance	 more	 DANCE	play	 play	 play
down	 down	 down	sing	 more	 sing
go	 go	 go	song	 more	 song
I	 I	 I	stop	 stop	 stop
it	 it	 it	turn	 turn	 turn
like	 like	 like	up	 up	 up
make	 make	 make	want	 want	 want
more	 more	 more	you	 you	 you

## Cars

### Equipment

- Cars of numerous colours and sizes

#### *Optional*

- Road mat
- Play garage

### Vocabulary

*Core* – I, you, it, go, stop, want, make, big, small, fast, slow, jump, up, down, in, out, that, wow! don't

*Fringe* – car, (colours),

### What to do

Most toy boxes have a small collection of toy cars in them and they are a great resource for teaching language. You need nothing other than a couple of toy cars (even one will do!) and with a bit of imagination you can model most of the above language.

Make the car move around the table. Make it go fast and slow. Make it stop and have to be told to go again! Make it jump off tables or over people. Make the car drive up or down someone's arm. Make the car go in or out of things.

Have a race! Line up your cars (choosing which to put where in the line if you like), place your bets and make them race! Cheer them on as they race!

### Sentence Ideas

*1WL* – go, stop, jump, up, down, in, out, (colours), fast, slow

*2WL* – make go, it jump, go fast, red car, go up, want go

*3WL* – make it stop, it go in, make go fast, red car stop, want car go,

### Language Functions

*Requesting* – want, want it, I want it

*Directing* – go, make go, make it go

*Commenting* – jump, it jump, it big jump

*Rejecting* - don't, don't want, I don't want

*Interjecting* – wow!

### Generalisation

Extend the activity to include other vehicles you may want to play with

Talk about what cars are doing when out and about – comment if you can see big or small cars

Watch films such as 'Cars' and talk about what the cars are doing

## Cars – Words to learn

big		out	
blue		pink	
don't		purple	
down		red	
fast		slow	
go		small	  
green		stop	
I		that	
in		up	
it		want	
jump	  	yellow	 
make		you	
orange	 		

## Snack Time

### Equipment

- Snack and drink choices

### Vocabulary

*Core* – I, you, want, eat, drink, more, that, like, don't, big, little, all done, yum!

*Fringe* – (colours),

### What to do

Having a quick bite to eat or a drink can provide some great opportunity to model language!

Encourage choice making of snack items by saying 'that' with a finger point to the item. Offer more food or drink encouraging the PWU AAC to indicate if they would like 'more'.

Offer choices of coloured plates, bowls or cups when setting up for snack.

Offer food or drink items of differing size and comment on what the PWU AAC has chosen.

After snack has finished encourage the PWU AAC to tidy up theirs and their peer's plates and bowls. They can ask if people are 'All done' or want 'more?'.

### Sentence Ideas

*1WL*- more, that, want, like, all done, big, little, eat, drink, yum!

*2WL*- want more, want that, like that, want, big, want wat, more drink, you all done?

*3WL*- I want more, I don't like, I like that, you want more? I want big, I want (colour)

### Language Functions

*Requesting* – want, want more, I want more

*Commenting* – like, like that, I like that

*Rejecting* – don't like, I don't like

*Questioning* – more? want more? you want more?

*Interjecting* – Yum! that yum!

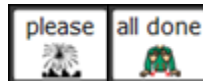
### Generalisation

Younger children can recreate snack during pretend play opportunities

Model target sentences at mealtimes

## Snack time– Words to learn

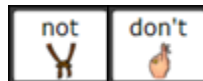
all done



big



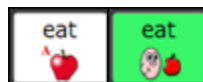
don't



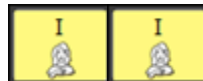
drink



eat



I



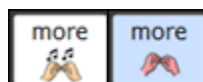
like



little



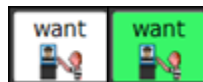
more



that



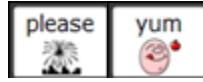
want



you



yum



## Colouring

### Equipment

- Colouring pens or crayons
- Colouring books / plain paper

### Vocabulary

*Core* – I, you, want, that, help, more, again, don't, stop, go, like, make, it, look, wow!

*Fringe* – (colours)

### What to do

Choose a picture from the colouring book you want to colour in. Either do a picture together or choose one each.

Sabotage the pencils crayons by blunting some nibs. Choose pens with tight fitting tops that the PWU AAC will need help opening.

Make silly shapes with your crayons. Do pencil races and 'race' around the paper making the pencil 'stop' and 'go'.

Talk about where different colours are going to go in the picture.

### Sentence Ideas

1WL – want, that, help, go, stop, like, (colours)  
2WL – want that, want help, like that, make go, like it, look that, want (colours),  
3WL – I like it, I want that, I want help, make it go, want it again, I want (colours)

### Language Functions















































*Requesting* – want, want (colour), I want (colour)  
*Directing* – go, make go, make it go  
*Commenting* – like, like (colour), I like (colour)  
*Questioning* – like? like (colour)? you like colour?  
*Interjecting* - wow!

### Generalisation

Extend the colours vocabulary into other areas when there are choices or different colours you can see. Use similar target sentences during art and craft activities.

Play with pavement chalks outside and draw patterns on the path.

## Colouring– Words to learn

again	there 	again 	make	make 	make 
awesome	please 	aweso 	more	more 	more 
blue	color 	blue 	orange	color 	orange 
colour	color 	color 	pink	color 	pink 
don't	not 	don't 	purple	color 	purple 
go	go 	go 	red	color 	red 
green	color 	green 	stop	stop 	stop 
help	help 	help 	that	that 	that 
I	I 	I 	want	want 	want 
it	it 	it 	yellow	color 	yellow 
like	like 	like 	you	you 	you 
look	look 	look 			

## Playdoh

### Equipment

- Playdoh (various colours optional)
- Optional*
- Rolling pins
  - Cutters

### Vocabulary

*Core* – I, you, want, that, more, make, good, play, put, same, different, like, don't, look, mine, in, out, feel, it, my, go, stop, awesome!

*Fringe* – playdoh, (colours), (animals), (transport)

### What to do

Explore the playdoh, roll it, squeeze it and even sniff! Talk about how it 'feels' and if you like it or not.

'open' different tubs of playdoh and take some 'out'. Take a little at a time and ask for 'more' if wanted. Choose different colour tubs to open and put the playdoh in the tubs and take it out.

'make' different things with the playdoh and comment if what you have made looks good. Decide if to make big or little items (i.e. a big snake...)

Take turns to play with the playdoh.

### Sentence Ideas

*1WL* – make, want, more, go, like, put, in, out, good, look, feel

*2WL* – want more, look that, like feel, want play, like (colour), make (animals/transport)

*3WL* – want more playdoh, you feel it, you make same, I make different, I don't like,

### Language Functions

*Requesting* – want, want that, I want that

*Directing* – make, make (animal/transport) you make (animal/transport)

*Rejecting* – stop, want stop, I want stop

*Interjecting* – awesome!

### Generalisation

Think about using target sentences in other construction activities

Make biscuits and use the same language as you manipulate the biscuit dough



## Playdoh- Words to learn

airplane	 ride	 AIR VE	 airplane	mine	 mine	 mine	
awesome	 please	 aweso		more	 more	 more	
bike	 ride	 LAND	 bike	my	 my	 my	
car	 ride	 LAND	 car	out	 out	 out	
cat	 come	 PET/FA	 cat	play	 play	 play	
different	 make	 differen		Play-Doh	 play	 TOYS	 Play-D
dog	 come	 PET/FA	 dog	put	 put	 put	
don't	 not	 don't		same	 make	 same	
feel	 feel	 feel		snail	 come	 WATER	 snail
go	 go	 go		snake	 come	 WOOD	 snake
good	 good	 good		stop	 stop	 stop	
I	 I	 I		that	 that	 that	
in	 in	 in		train	 ride	 LAND	 train
it	 it	 it		truck	 ride	 LAND	 truck
like	 like	 like		want	 want	 want	
look	 look	 look		you	 you	 you	
make	 make	 make					

## Bubbles

### Equipment

- Bubbles
- Optional*
- Bubble machine

### Vocabulary

*Core* – I, you, want, more, help, open, big, little, go, get, it, again, my, turn, pop! blow

*Fringe* – Bubbles,

### What to do

Blow bubbles encouraging the PWU AAC to get the bubbles and pop them.

Take turns of who gets to blow the bubbles and who pops them.

Blow big or little bubbles, comment on what you have blown and request different size bubbles.

Use 'Ready, Steady.... go!' as a cue to blow bubbles.

### Sentence Ideas

- 1WL – go, more, want, pop! again!  
2WL – want more, get it! I pop! My turn, you get, blow big, little bubble  
3WL – I want more, want big bubble, my turn blow, you pop bubble, my turn again

### Language Functions




































- Requesting* – want, I want, I want more  
*Directing* – again! blow again! you blow again!  
*Commenting* – big, big bubble, it big bubble  
*Questioning* – go? Bubble go? big bubble go?  
*Interjecting* – pop!

### Generalisation

Blow bubbles in your drinks when using a straw

Blow bubbles in the bath using either the bath foam or blowing into the water

## Bubbles– Words to learn

again	there 	again 	
big	big 	big 	
blow	drink 	BLOW 	blow 
bubbles	play 	TOYS 	bubble 
get	get 	get 	
go	go 	go 	
help	help 	help 	
I	I 	I 	
it	it 	it 	
little	little 	little 	
more	more 	more 	
my	my 	my 	
open	put 	OPEN 	open 
turn	turn 	turn 	
want	want 	want 	
you	you 	you 	

## Marbles

### Equipment

- Marbles
- Marble tracks

### Vocabulary

*Core* – I, you, make, go, stop, like, that, it, fast, slow, get, more, down, up, look, wow! help, put, on, play

*Fringe* – (colours), marble

### What to do

Set up the marble track together. Decide where to put each piece and turn parts around to create the track. Talk about how the marbles will move around the track and where they will go up, down, in or out of parts of the track. If it's tricky to put together ask for help with the track. Model language at all times whilst doing this.

Choose which marbles to put on the track, choose them by colour or size. Choose whether you have one or get more to run lots of marbles at once.

Talk about where the marbles go around the track. Do they go up? Down? In a tunnel?

See if you can make the marbles go fast or slow around the track.

### Sentence Ideas

*1WL* – go, stop, help, more, look, up, down, (colours), wow! on, in

*2WL* – make go, want more, put on, go fast, like it, look that, make stop, help put, play more

*3WL* – make it go, want go fast, want more marble, put more on, marble go down,

### Language Functions

*Requesting* – help, want help, I want help

*Directing* – go! Make go, you make go

*Commenting* – fast! Go fast! It go fast!

*Rejecting* – stop, stop play, want stop play

*Interjecting* – wow!


*Labelling* – marble, (colours), fast, slow

### Generalisation

Extend the words that refer to movement into other activities, move fast and slow, up and down, in and out when engaging in other activities such as physical activity, playing with sand, water or similar.

Look at videos of rollercoasters and talk about where the roller coaster is going and how it is moving.

## Marbles – Words to learn

awesome	 please	 aweso	more	 more	 more
blue	 color	 blue	on	 on	
down	 down	 down	orange	 color	 orange
fast	 fast	 fast	pink	 color	 pink
get	 get	 get	play	 play	 play
go	 go	 go	purple	 color	 purple
green	 color	 green	put	 put	 put
help	 help	 help	red	 color	 red
I	 I	 I	slow	 slow	 slow
it	 it	 it	stop	 stop	 stop
like	 like	 like	that	 that	 that
look	 look	 look	up	 up	 up
make	 make	 make	yellow	 color	 yellow
marble	 play	 TOYS	you	 you	 you
		 marble			

## Balloons

### Equipment

- Mixed balloons
- Optional*
- Balloon pump

### Vocabulary

*Core* – I, you, want, go, more, again, stop, make, blow, big, little, like, look, play, down, up, get, awesome!

*Fringe* – balloon, (colours)

### What to do

Have some fun blowing up balloons and letting them go in a variety of funny ways including: -

- Letting the air out slowly to make a whistling noise
- Letting the air escape fast so the balloon flies around the room
- Making the balloon fly up to the ceiling or down to the ground by pointing it in that direction then letting the air come out
- Blowing big balloons which will fly around for longer
- Blowing small balloons which will stay close
- Seeing where the balloons land and getting them
- Decide if the balloon needs more air to make it big.

Inflate balloons and choose to tap them to keep them up in the air or let them float down to the ground.

Choose colours of balloon to blow up.

### Sentence Ideas

1WL – blow, more, go, stop, big, little, again, play, want

2WL – want more, you blow, make big, make go, go up, go down, play again, get balloon

3WL – blow up more, make it go, blow big balloon, want (colour) balloon

### Language Functions

*Requesting* – more, more balloon, want more balloon

*Directing* – blow, you blow, you blow it

*Commenting* – big, it big, look it big

*Rejecting* – stop, stop play, want stop play

*Interjecting* - awesome!

### Generalisation

Use the escaping air from the balloons to move toy cars, spin windmills or blow glitter across paper. Talk about how you will do this using the balloons.

Make balloon animals and choose colours and sizes of balloons.

## Balloons – Words to learn

again	there 	again 	make	make 	make 
awesome	please 	aweso 	more	more 	more 
balloon	play 	TOYS 	orange	color 	orange 
big	big 	big 	pink	color 	pink 
blow	drink 	BLOW 	play	play 	play 
blue	color 	blue 	purple	color 	purple 
down	down 	down 	red	color 	red 
get	get 	get 	stop	stop 	stop 
go	go 	go 	up	up 	up 
green	color 	green 	want	want 	want 
I	I 	I 	yellow	color 	yellow 
little	little 	little 	you	you 	you 
look	look 	look 			

## Blocks / Lego

### Equipment

- Blocks, Lego or similar

### Vocabulary

*Core* – I, you, want, more, big, little, put, on, off, make, go, stop, play, that, get, it, my, build, fall, like, wow!

*Fringe* – block/Lego, (colours)

### What to do

Use your blocks/Lego to create different buildings, towers and vehicles. Put blocks on your building and ask for more blocks, choosing the colours if you want. Build big and little buildings, make the vehicles go and stop once you have built them.

Who can build the biggest tower? Put more blocks on your tower – be careful it doesn't fall!

Remember to keep modelling your own language as you play with the blocks. This provides a great example of correct word use in the right context.

### Sentence Ideas

*1WL* – more, put, block/Lego, on, fall, build, big, little, (colours), make

*2WL* – want more, put on, make that, make big, want that, like that, want build

*3WL* – want more blocks/Lego, I build it, you make it, build it big,

### Language Functions

*Requesting* – more, want more, want more Lego

*Directing* – build, build it, you build it

*Commenting* – like, like that, I like that

*Rejecting* – stop, stop build, want stop build




























































*Interjecting* – wow!

### Generalisation

Use the same target phrases when playing with other constructions activities such as soft play blocks, Jenga or Minecraft.



## Blocks/Lego – Words to learn

awesome	please 	aweso 	more	more 	more 
big	big 	big 	my	my 	my 
block	play 	TOYS 	off	off 	off 
blue	color 	blue 	on	on 	
build	live 	BUILD 	orange	color 	orange 
fall	get 	FALL 	pink	color 	pink 
get	get 	get 	play	play 	play 
go	go 	go 	purple	color 	purple 
green	color 	green 	put	put 	put 
I	I 	I 	red	color 	red 
it	it 	it 	stop	stop 	stop 
legos	play 	TOYS 	that	that 	that 
like	like 	like 	want	want 	want 
little	little 	little 	yellow	color 	yellow 
make	make 	make 	you	you 	you 

## Cooking/Baking

### Equipment

- Ingredients
- Recipe
- Cooking utensils

### Vocabulary

*Core* – I, you, do, again, eat, drink, fast, slow, get, help, in, it, make, more, my, open, close, put, read, stop, take, want, stir, pour, wash, hot, cold, turn, don't, good, look

*Fringe* – (foods), (utensils),

### What to do

Follow the recipe as it is written, sharing the tasks with the PWU AAC. Model target language and encourage the PWU AAC to tell you what they are doing. Negotiate who will do what in the recipe.

Encourage help with actions such as stirring, pouring, washing and reading the recipe.

Talk about what you are going to make and how you will do it.

If the PWU AAC has some literacy skills (either written words or symbols) encourage them to read the recipe and tell you what to do.

### Sentence Ideas

*1WL* – stir, pour, want, help, like, eat, drink, open, close, more, (food items)

*2WL* – want stir, pour in, put in, turn on, my turn, wash it, make that, stir fast,

*3WL* – I want stir, you pour it, put that in, turn it on, I make that, stir it fast, it look good

### Language Functions

*Requesting* – help, want help, I want help

*Directing* – stir, stir it, you stir it

*Commenting* – like, like stir, I like stir

*Rejecting* – don't want, don't want that

*Interjecting* – yum!

*Labelling* – (food items), (utensils)

### Generalisation

Younger children can extend the cooking experience into pretend play situations.

Apps where you can pretend to bake cakes, make pizzas or create ice cream sundaes can be great for practicing the language you have modelled.

Watch cookery shows such as Bake Off, MasterChef and Great British Menu and talk about them.

## Cooking/Baking – Words to learn

again	there 	again 	look 	look 			
bowl	turn 	DISHE 	bowl 	make 	make 		
close	put 	CLOSE 	close 	more 	more 		
cold	turn 	COLD 	cold 	my 	my 		
cup	turn 	DISHE 	cup 	open 	OPEN 	open 	
do	do 	do 	pan 	turn 	DISHE 	pan 	
don't	not 	don't 	pour 	turn 	POUR 	pour 	
drink	drink 	drink 	put 	put 	read 	read 	
eat	eat 	eat 	read 	read 	slow 	slow 	
fast	fast 	fast 	read 	read 	spoon 	spoon 	
fork	turn 	DISHE 	fork 	spoon 	turn 	DISHE 	spoon 
get	get 	get 	stir 	stop 	stop 	stop 	
good	good 	good 	stop 	slow 	take 	take 	
help	help 	help 	take 	turn 	turn 	turn 	
hot	turn 	hot 	turn 	want 	want 	want 	
I	I 	I 	want 	help 	WASH 	wash 	
in	in 	in 	wash 	you 	you 	you 	
it	it 	it 	you 	you 	you 	you 	
knife	turn 	DISHE 	you 	you 	you 	you 	
	turn 	DISHE 	knife 				

## Ball

### Equipment

- Ball (one or several of any size is fine)

### Vocabulary

*Core* – I, want, all done, come, fast, slow, get, go, you, like, look, again, out, in, play, catch, throw, big, little

*Fringe* – ball,

### What to do

Roll the ball to each other and use Ready Steady... Go! as a cue before you roll it.

In a group throw to ball to different people and encourage the PWU AAC to choose who they will throw to by pointing and saying 'you'.

If the ball rolls away ask for 'help' to find it and look for the ball by looking 'in' and 'on' things. Shout for the ball to 'come' back. Ask someone to 'get it' for you.

Do big and little throws or rolls to each other, big or little bounces or choose the big or little ball.

### Sentence Ideas

*1WL* – want, ball, come, get, big, little, catch, throw, play, all done, go

*2WL* – want ball, you throw, I catch, big throw, get it, get big

*3WL* – get big ball, you get it, I throw ball, I want play, you catch it,

### Language Functions

*Requesting* – ball, want ball, I want ball

*Directing* – throw, throw it, you throw it

*Commenting* – big, big ball, it big ball

*Rejecting* – all done, play all done,

*Questioning* – catch? You catch? You catch it?

### Generalisation

These sentences can be extended into any sporting activity which uses balls.

Comment on sports games such as rugby, shouting at the players to throw or catch.

## Ball – Words to Learn

again	 there	 again	in	 in	 in	
all done	 please	 all done	like	 like	 like	
ball	 play	 TOYS	little	 little	 little	
big	 big	 big	look	 look	 look	
catch	 do	 CATCH	out	 out	 out	
come	 come	 come	play	 play	 play	
fast	 fast	 fast	slow	 slow	 slow	
get	 get	 get	throw	 do	 THRO	 throw
go	 go	 go	want	 want	 want	
I	 I	 I	you	 you	 you	
	 you	 you				

## Getting Dressed / Dressing Up

### Equipment

- Choice of clothing and accessories

### Vocabulary

*Core* – I, you, want, bad, good, big, little, don't, get, good, help, on, off, look, like, my, open, close, put, take, turn, what, wear, me, feel

*Fringe*- (clothing/accessories), (colours)

### What to do

You can work on some great vocabulary whether getting dressed in the morning, trying on outfits or playing dressing up.

Use colours or 'that' with a finger point to choose clothing items. Put them on and take them off. Open and close the wardrobe, dressing up box or changing room curtain.

Talk about the outfit combinations you create. Do they look good or bad? Do you like them?

If the you or the PWU AAC have trouble with an item of clothing, ask for 'help'. Or if you want another size to try on as a sales assistant to help.

### Sentence Ideas

1WL – wear, want, on, off, help, that, good, bad, big, little, like,

2WL – wear it, want that, put on, take off, open it, close that, help me, look good, feel good

3WL – you wear it, I want that, I put on, take it off, you help me, it look good

### Language Functions

*Requesting* – want, want wear, want wear that

*Directing* – on, put on, put it on

*Commenting* – good, look good, you look good

*Rejecting* – don't, don't want, don't want it

*Questioning* – like? Like it? You like it?

### Generalisation

Play dress up with dolls or action men.



Look at apps where you can dress characters for different events.




Talk about clothes you like in catalogs and magazines.



Use similar target sentences when putting coats/shoes on / taking them off throughout the day.



## Getting Dressed / Dressing Up – Words to learn



bad			little		
belt			look		
big			me		
blouse			my		
blue			necklace		
bracelet			off		
close			on		
coat			open		
don't			orange		
feel			pants		
get			pink		
glasses			purple		
good			put		
green			red		
hat			shirt		
help			shoe		
I			skirt		
jacket			sock		
like			sweater		



take  



tshirt   



turn  

want  

wear  

what  

yellow  

you  



## Videos

### Equipment

- TV/Device with a DVD player or access to a video streaming service

### Vocabulary

*Core* – I, you, want, that, all done, again, good, help, like, look, me, off, on, up, down, open, close, play, stop, take, in, out, put, turn, it, watch, ha ha ha! Wow! Awesome!

*Fringe* – (DVD/programme titles),

### What to do

If using DVDs encourage choice making by pointing to the desired DVD and saying 'that'. Open or close the DVD player and put discs in and take them out. Turn the DVD player on or off.

If using video streaming, look for possible options and encourage choice making by either using fringe vocabulary to name a show/item or looking at screen shots and pointing to desired choices.

Play videos and stop them mid-way through to check the person wants more. If they enjoy a video, they may want to watch it 'again'.

Turn the volume up and down and encourage the PWU AAC to indicate if they are unhappy with choices you make.

Encourage the PWU AAC to 'look' and comment on what you can see in the video.

### Sentence Ideas

1WL – play, stop, more, again, like, that, want, up, down,

2WL – play it, want that, want more, play again, turn up, turn off, put on, look that

3WL – you play it, I want that, I want more, play it again, turn it up, turn it off, put it on

### Language Functions

*Requesting* – again, play again, want play again

*Directing* – play, play it, you play it

*Commenting* - like, like it, I like it

*Questioning* – like? You like? You like it?

*Interjecting* – ha ha ha! Wow! Awesome!

### Generalisation

Model similar language when relaxing at the end of the day and watching television.

Similar language can be modelled when playing CD's or listening to music.

## Videos – Words to learn

again	 there	 again	off	 off	 off	
all done	 please	 all done	on	 on		
awesome	 please	 awesome	open	 put	 OPEN	 open
close	 put	 CLOSE	out	 out	 out	
down	 down	 down	play	 play	 play	
DVD	 watch	 DVD	put	 put	 put	
good	 good	 good	stop	 stop	 stop	
ha ha ha	 please	 ha ha h	take	 slow	 take	
help	 help	 help	that	 that	 that	
I	 I	 I	turn	 turn	 turn	
in	 in	 in	up	 up	 up	
it	 it	 it	video	 watch	 video	
like	 like	 like	want	 want	 want	
look	 look	 look	watch	 watch	 watch	
me	 me	 me	you	 you	 you	

## Mealtimes

### Equipment

- Just a normal mealtime!

### Vocabulary

*Core* – all done, big, little, do, don't, eat, drink, get, good, help, I, in, it, like, me, mine, off, on, open, close, put, that, want, yum! Yuck! give  
*Fringe* – (food items), (drinks), (utensils), food

### What to do

Mealtimes are the perfect opportunity to model some great language (before we even get on to talking about our days!).

Set the table for tea, 'put' mats and utensils 'on' the table and decide where to 'put' what.

Model language as you 'eat' and 'drink'. Ask if people want 'more' or if they are 'all done'. Ask people to 'give' you things across the table. Encourage the PWU AAC to ask for 'help' if they need food cutting or items passing to them.

If having a picnic, 'open' the boxes or bags of foods.

Comment on the food you are eating. Is it good or bad?

### Sentence Ideas

1WL – eat, drink, more, all done, help, open, like, yum! Yuck! (food items),

2WL – Want more, more drink, help me, give me, get it, open that, like it

3WL – I want more, want more drink, give me that, put it on, I like that, I don't like,

### Language Functions

*Requesting* – eat, want eat, I want eat

*Directing* – help, you help, you help me

*Commenting* – like, like it, I like it

*Rejecting* – all done, don't want, don't want it

*Questioning* – more? want more? You want more?

### Generalisation

Any time you are having a bite to eat or drink is a great time to model language!

If appropriate you can model the above language in pretend play activities.

## Mealtimes – Words to learn

all done	 please	 all done	in	 in	 in	
big	 big	 big	it	 it	 it	
bowl	 turn	 DISHE	knife	 turn	 DISHE	 knife
close	 put	 CLOSE	like	 like	 like	
cup	 turn	 DISHE	little	 little	 little	
do	 do	 do	me	 me	 me	
don't	 not	 don't	mine	 mine	 mine	
drink	 drink	 drink	off	 off	 off	
eat	 eat	 eat	on	 on		
food	 eat	 food	open	 put	 OPEN	 open
fork	 turn	 DISHE	plate	 turn	 DISHE	 plate
get	 get	 get	put	 put	 put	
give	 me	 give	spoon	 turn	 DISHE	 spoon
good	 good	 good	that	 that	 that	
help	 help	 help	want	 want	 want	
I	 I	 I	yum	 please	 yum	

## Board Games

### Equipment

- Board games (any will do!)

### Vocabulary

*Core* – turn, go, roll, again, like, my, you, I, want, that, play, roll, have, give, me, it, out, next, don't  
*Fringe* – dice, (colours),

### What to do

Board games are a great opportunity for some fun in a social setting. There are so many different games out there that you should be able to find something to interest everybody!

Model language as you 'take' a 'turn' to 'roll' the 'dice', tell people when it's their turn to 'go' or get someone 'out' by landing on their square.

You can play games which use colours (such as twister) and encourage the PWU AAC to be the person responsible for the spinner, telling people what they should do. Encourage the PWU AAC to choose which coloured piece they want to be. Play Monopoly and instead of naming the properties label them by colour.

### Sentence Ideas

1WL – roll, again, turn, you, me, (colours)  
2WL – my roll, you go, roll again, my turn, want that, have go, me next  
3WL – you get it, it my turn, you go next, give me dice

### Language Functions

*Requesting* – want, want that, I want it  
*Directing* – roll, you roll, you roll it  
*Rejecting* – stop, stop play, want stop play  
*Questioning* – my turn? It my turn?

### Generalisation

Any game where you take turns, roll a dice (or spinner) or choose an item are great to model the above language.

## Board Games – Words to learn

again	 there	 again	next	 and	 next	
blue	 color	 blue	orange	 color	 orange	
dice	 play	 GAMES	out	 out	 out	
don't	 not	 don't	pink	 color	 pink	
give	 me	 give	play	 play	 play	
go	 go	 go	purple	 color	 purple	
green	 color	 green	red	 color	 red	
have	 have	 have	roll	 do	 ROLL	 roll
I	 I	 I	that	 that	 that	
it	 it	 it	turn	 turn	 turn	
like	 like	 like	want	 want	 want	
me	 me	 me	yellow	 color	 yellow	
my	 my	 my	you	 you	 you	

## Wind-up Toys

### Equipment

- A selection of wind-up toys (anything will be great!)

### Vocabulary

*Core* – I, want, turn, it, make, go, you, big, little, fast, slow, help, look, stop, get, come, that, again, me, ha ha ha! wow!

*Fringe* – names of toys (i.e. animals/transport)

### What to do

Wind-up toys are a great activity and some fantastic language can be modelled during this simple game.

As you wind up the toys check with the PWU AAC if you should wind it 'more' or let the toy 'go'.

Line up the toys and have a race! Choose who you think will win and cheer them on as the race starts.

Make the toys go 'in' tunnels or 'on' different surfaces as they are let go.

Do the toys move 'fast' or 'slow' when you let them go?

### Sentence Ideas

1WL – turn, go, fast, slow, help, look, want, again, stop

2WL – turn it, make go, go fast, want turn, look fast! Want that, get it,

3WL – you turn it, make it go, it go fast! It go in, I want it, help me turn,

### Language Functions

*Requesting* – go, want go, want it go

*Directing* – go, make go, make it go

*Commenting* – fast! Go fast! It go fast!


*Rejecting* – stop, want stop, want it stop

*Interjecting* – ha ha ha! wow!

### Generalisation

Switch access toys are also a great resource to model similar language as they can be set to run for a certain amount of time before needing to be reactivated.

## Wind-up Toys – Words to learn

again	there 	again 	it	it 	it 	
awesome	please 	aweso 	little	little 	little 	
bear	come 	ZOO 	bear 	look	look 	look 
big	big 	big 	make	make 	make 	
butterfly	come 	INSECT 	butterfl 	me	me 	me 
come	come 	come 	monkey	come 	ZOO 	monke 
fast	fast 	fast 	slow	slow 	slow 	
frog	come 	WATER 	frog 	stop	stop 	stop 
get	get 	get 	teeth	off 	teeth 	
go	go 	go 	that	that 	that 	
ha ha ha	please 	ha ha h 	turn	turn 	turn 	
help	help 	help 	want	want 	want 	
I	I 	I 	you	you 	you 	



## Reading

### Equipment

- Books (either a selection or one book)

### Vocabulary

*Core* – I, you, want, read, turn, that, like, look, help, me, open, close, it, listen, what, again, more, stop

*Fringe* – story, book

### What to do

Sharing a story is a great opportunity to model language, talk about events and build vocabulary. Even PWU AAC who can read may need assistance when reading to turn pages, open books (whether paperbacks or e-books) or close them down when finished.

The act of reading a book can encourage language too. We ‘open’ and ‘close’ books, ‘turn’ the pages and ‘look’ at the pictures inside. We ask ‘what’ we can see and talk about ‘what’ is happening.

If sharing a story, pause before turning the page, to encourage the PWU AAC to indicate that you need to continue with the story. Don’t immediately open a selected book, rather wait to see if the PWU AAC will direct you to do so.

It is highly likely that when exploring a story, you will likely model some fringe vocabulary relative to the topic of the story. Try to model fringe words which can be used across contexts (i.e. animals vs character names etc).

### Sentence Ideas

*1WL* – read, want, more, again, turn, open, close, story, look,

*2WL* – read it, want more, turn it, open book, read again, more story, look that, what that?

*3WL* – You read it, I want more, you turn it, read story again, want read again

### Language Functions

*Requesting* – again, read again, want read again

*Directing* – turn, turn it, you turn it

*Rejecting* – stop, stop story, want stop story

*Questioning* – *what? What that?*


*Labelling* – (fringe vocabulary),

### Generalisation

Magazines can just as easily be shared as books can be.

Explore photo albums in a similar manner and talk about the images.

## Reading – Words to learn

again	 there	 again	open	 put	 OPEN	 open
book	 read	 book	read	 read	 read	
close	 put	 CLOSE	read	 read	 read	
help	 help	 help	stop	 stop	 stop	
I	 I	 I	story	 read	 story	
it	 it	 it	that	 that	 that	
like	 like	 like	turn	 turn	 turn	
listen	 hear	 LISTEN	want	 want	 want	
look	 look	 look	what	 what	 what	
me	 me	 me	you	 you	 you	
more	 more	 more				

## Tasting

### Equipment

- Small amounts of food/drink to taste

### Vocabulary

*Core* – I, you, eat, drink, want, that, it, like, don't, yum! Yuck! more, what, help, me, taste,

*Fringe* – (food/drink items),

### What to do

For people who no longer enjoy an oral diet, having small tastes of foods can be important to maintain quality of life. Similarly, for those who still enjoy eating and drinking, tasting new and unusual flavours can still be an exciting sensory experience.

You can either gather a small selection of tastes (for example components of a meal) or a food item which naturally includes mixed flavours (i.e. a bag of skittles / jelly babies / chocolates etc.).

Taste around the world! Gather some different foods from different parts of the world and taste them.

Comment on the tastes as you try them. Model language as ask for 'more' of the things that you 'like' and clearly reject the tastes you 'don't like', encouraging the PWU AAC to do the same.

### Sentence Ideas

1WL – more, like, don't, want, that, eat, drink

2WL - want more, like that, don't like, eat it, eat more, don't want,

3WL – I want more, I eat that, I like it, don't like that, want eat more, want that drink

### Language Functions

*Requesting* – eat, want eat, I want eat

*Directing* – eat, you eat, you eat it

*Commenting* – like, like it, I like it

*Rejecting* – don't like, don't like it


































*Interjecting* – yum! Yuck!

### Generalisation

Any time you have something to eat and drink you can comment on the flavours.

Try the same activity with smells (there are some great smell bingo games out there!)

## Tasting – Words to learn

don't	not 	don't 	
drink	drink 	drink 	
eat	eat 	eat 	
help	help 	help 	
I	I 	I 	
it	it 	it 	
like	like 	like 	
me	me 	me 	
more	more 	more 	
taste	eat 	TASTE 	taste 
that	that 	that 	
want	want 	want 	
what	what 	what 	
you	you 	you 	
yuck	please 	yuck 	
yum	please 	yum 	

## Make Over

### Equipment

- Make up items
- Nail varnish
- Hair products

### Vocabulary

*Core* – I, want, you, that, put, take, on, off, like, look, me, more, help, brush, paint, up, down, on, off, don't, my, wow!

*Fringe* – (colours), nail varnish, (make up items), (body parts)

### What to do

We all love a make-over and a bit of pampering (boys or girls!). We can try new looks, be creative and check ourselves out in the mirror.

Try different hair styles and 'brush' your hair into different styles. Try hair 'up' or 'down'. Put make up 'on' or take it 'off'. 'Paint' nails and choose different colours. Try different perfumes/aftershaves and choose one to 'put' 'on'.

Model language frequently throughout the activity and encourage the PWU AAC to direct you and choose what they have done.

### Sentence Ideas

*1WL* – like, that, want, (colours), (body parts), more, off, on,

*2WL* – put on, want that, eye blue, lip red, take off, don't like, more on

*3WL* – put that on, blue on eyes, red on lips, take it off, don't like it, put hair up, brush my hair

### Language Functions

*Requesting* – more, want more, want more on

*Directing* – paint, paint nails, paint nails pink

*Commenting* – like, like it, I like it

*Rejecting* – don't like, don't like it

*Questioning* – blue? Blue lips? Want blue lips?

*Interjecting* – wow!

### Generalisation






































































If appropriate give pretend make overs to dolls / girl's worlds etc.

Many 'make-up' apps are available to practice doing make up or nail art.

Encourage PWU AAC to comment on their friend's style and looks.

Talk about images in magazines.

## Make Over – Words to learn

awesome	 please	 aweso	my	 my	 my	
blue	 color	 blue	off	 off	 off	
blush	 look	 blush	on	 on		
brush	 help	 BRUSH	orange	 color	 orange	
don't	 not	 don't	paint	 color	 PAINT	 paint
down	 down	 down	perfume	 look	 perfum	
eyeliner	 look	 eyeliner	pink	 color	 pink	
eyeshadow	 look	 eyesha	powder	 look	 powder	
green	 color	 green	purple	 color	 purple	
help	 help	 help	put	 put	 put	
I	 I	 I	red	 color	 red	
like	 like	 like	take	 slow	 take	
lipstick	 look	 lipstick	that	 that	 that	
look	 look	 look	up	 up	 up	
make-up	 look	 make-u	want	 want	 want	
mascara	 look	 mascar	yellow	 color	 yellow	
me	 me	 me	you	 you	 you	
more	 more	 more				

## Photography

### Equipment

- Camera
- Photo album (either paper or electronic)

### Vocabulary

*Core* – I, me, you, take, it, again, look, good, bad, like, move, there, smile, what, down, up, say, at, see

*Fringe* – photo, camera, cheese! (people), (places)

### What to do

Taking photographs and then looking at the pictures together can be a great opportunity to model language.

Encourage the PWU AAC to be the photographer. If they are unable to manipulate a camera, they can set up the shot and we can facilitate the taking of the photograph. They can tell people to move 'up' or 'down', 'look at me', 'smile' or 'say cheese'. If a shot isn't great, they can 'take it again'.

Looking through photographs is often hugely rewarding and enjoyable. You can model language as you 'look' at the images and encourage the PWU AAC to comment as well.

### Sentence Ideas

*1WL* – up, down, take, help, again, like, look, smile

*2WL* – say cheese! Take again, look me, go up, go down, move up, like it

*3WL* – Take it again, look at me, look at you, I see you, I like that,

### Language Functions

*Requesting* – smile, you smile, want you smile

*Directing* – look, look me, look at me

*Commenting* – good, look good, it look good

*Questioning* – What that?

*Interjecting* – cheese!
































*Labelling* – (people), (places)

### Generalisation

Try also taking videos which you can watch back and talk about what is happening.

Look at older photo albums to recall and talk about past events.

## Photography – Words to learn

again	there 	again 	me 	me 
at	in 	at 	move	ride 
bad	bad 	bad 	move	MOVE 
camera	turn 	SM APP 	picture	move 
cheese	eat 	DAIRY 	picture	color 
down	down 	down 	say	picture 
good	good 	good 	say	said 
I	I 	I 	see	say 
it	it 	it 	see	look 
like	like 	like 	smile	SEE 
look	look 	look 	smile	see 
			take	like 
			take	SMILE 
			there	smile 
			there	slow 
			there	take 
			up	there 
			up	there 
			what	up 
			what	up 
			what	what 
			what	what 
			you	you 
			you	you 



## Goal Tracker

Teaching core words across the day has been designed to work alongside the AAC Language Lab.

With this in mind, we have tried to align the expected goals of the booklet alongside the 6 language stages identified by the AAC Language Lab and feel that with this resource you can work towards the goals of stages 1 and 2 within the AAC Language Lab.

The goals have been broken down in small, achievable outcomes to assist monitoring of progress. It may be that some goals are simultaneously achieved at once and indeed some goals from Stage 2 may be being achieved before those in Stage 1 have been established. Again, this is OK – each person’s journey is their own.

At each stage, the detailed tracker gives an in-depth explanation of each outcome with examples of what this may look like. You may choose to record evidence in the columns or simply date when achieved.

The at a glance tracker gives a quick overview of the stage in an attempt to give a brief summary of skill profile.

The following goals and outcomes are not a formal pathway or assessment, instead we hope they are viewed as simply a support resource to help you monitor progress and consider next steps.

Stage 1 – Detailed tracker

**Goal**

At this stage the individual is building the collection of words they can use. They use 1 word at a time and develop the range of language functions they can use these words for.

	Outcome Reference Number	Observed outcome	What might this look like?	Started (i.e. needing prompts and models to achieve this. May spontaneously do so on an average of 2/10 occasions but this is not consistent.)	Emerging (i.e. still needing some prompts and models to achieve this. Spontaneously does so on an average of 5/10 occasions consistently.)	Achieved (i.e. still needing very occasional prompts and models to achieve this. Spontaneously does so on an average of 8/10 occasions.)	Established (i.e. prompts and models rarely, if ever, needed. The skill is demonstrated across different settings, with different people and in different activities)
Stage 1	1.01	To spontaneously use one word at a time	A selection of single words such as 'more', 'stop', 'go', 'again' etc are used WITHOUT PROMPTS by the individual in an appropriate manner during games, everyday activities and play.				
	1.02	To have a vocabulary of approximately 75 words	The individual has around 75 words which they are able to use in different ways appropriately. It doesn't				

		matter how many words are used at once.				
1.03	To develop a vocabulary of verbs (action words) which can be used at a 1-word level in motivating activities.	The individual has a selection of verbs (action words) which they can use appropriately. They will use the words on their own to communicate meaning.				
1.04	To use the pronoun 'I' appropriately	The individual can use 'I' to indicate themselves. This may be with another word such as 'I go', to indicate a turn in a game (i.e. by saying 'I' and then reaching for an item or taking a turn) or in response to a question from another person (i.e. who's is this? /Who's turn is it? 'I').				
1.05	To use the pronoun 'it' appropriately	The individual can use 'it' to indicate an item. This may be with another word or on its own. 'It' may be used with a pointing gesture to request an item or joint reference it.				
1.06	To use the question word 'What?' appropriately	The individual uses 'What' to ask a question. This may or may not be combined with pointing or a shift in gaze to refer to the item in question. It may be in response to hearing their name.				
1.07	To use the negative 'no' appropriately	During play or everyday activities, 'no' will be used to				

			reject something which is not wanted. It may be in response to a question or presentation of an item / timetable cue. It may be accompanied with body language and gestures which indicate rejection or dislike.				
1.08	To develop a vocabulary of high-frequency nouns (names) which are personal and meaningful and can be used at a 1-word level.	A small range of nouns (names) will be used by the individual. These will likely include the names of key people (i.e. Mum, Dad etc), very favourite items (slinky, teddy etc), frequently visited places (home, school, park) and most preferred foods and drinks. Ideally the amount of name					

		words used should account for no more than 20% of the total number of words used. The words will be used on their own.				
1.09	To make requests for objects using 1 word at a time	Using single words such as 'again', 'play', 'it', 'that' etc the individual will request items. This may be following a choice of 2 or more items presented (either verbally or physically). It may be spontaneous – such as coming over and saying 'play' to request a toy.				
1.10	To request information using 1 word at a time	Using single words such as 'look', 'What' etc. The individual will indicate they want information regarding something. This may, for example, be when they encounter something new at home (such as a new TV) or when out and about (such as when seeing an unfamiliar animal).				
1.11	To label/name using 1 word at a time	Using the small bank of nouns (name words) the individual will be able to name familiar items, people or things. This may be in response to someone asking 'Who's that' when they hear a voice or see a photo, 'What's that' when				

		the individual brings them a toy/item, or it may be spontaneous i.e. not in response to someone else.				
1.12	To direct activities using 1 word at a time	Within motivating and everyday activities, the individual will use words such as 'go', 'stop' and 'play' to direct the action of another person or object within an activity.				
1.13	To make comments using 1 word at a time	During activities or everyday routines, the individual will use single words such as 'like', 'yum' or 'yuck' to comment on events or activities.				
1.14	To protest or reject using 1 word at a time	During activities or everyday routines, the individual will use words such as 'no', 'stop' to reject something or indicate they want it to end. They may use 'go' to indicate either they want to leave, or they want you to go.				
1.15	To greet others using 1 word at a time	During everyday interactions, in play activities and routines such as circle time the individual will use single words such as 'Hello' to greet another person.				
1.16	To joint reference items during activities	Using single words such as 'look', 'that' or 'what' – typically combined with a point				

			or shift in gaze, the individual will be able to refer your attention to another item during activities, when out and about or in everyday routines.				
1.17	To gain attention from others		Using either single words, vocalisations, body movements or gaze the individual will be able to gain attention from other people appropriately.				
1.18	To maintain a simple topic in routine situations		<p>Within familiar play activities or everyday routines, the individual may be able to maintain a topic using single words. I.e. when presented with a light up toy the individual may say 'play' then subsequently use words such as 'go' or 'again' to continue the game or use words such as 'like' to comment on the activity and maintain the topic.</p> <p>When engaging in personal care routines such as massage, the individual may use words such as 'again', 'more' and 'like' to maintain the familiar interaction.</p>				

Stage 1 – Quick glance tracker

Name: \_\_\_\_\_

D.O.B. \_\_\_\_\_

Outcome Reference Number	Observed outcome	Started	Emerging	Achieved	Established
1.01	To spontaneously use one word at a time				
1.02	To have a vocabulary of approximately 75 words				
1.03	To develop a vocabulary of verbs (action words) which can be used at a 1-word level in motivating activities.				
1.04	To use the pronoun 'I' appropriately				
1.05	To use the pronoun 'it' appropriately				
1.06	To use the question word 'What?' appropriately				
1.07	To use the negative 'no' appropriately				
1.08	To develop a vocabulary of high-frequency nouns (names) which are personal and meaningful and can be used at a 1-word level.				
1.09	To make requests for objects using 1 word at a time				
1.10	To request information using 1 word at a time				
1.11	To label/name using 1 word at a time				
1.12	To direct activities using 1 word at a time				
1.13	To make comments using 1 word at a time				
1.14	To protest or reject using 1 word at a time				
1.15	To greet others using 1 word at a time				
1.16	To joint reference items during activities				
1.17	To gain attention from others				
1.18	To maintain a simple topic in routine situations				

- Simply enter the date or mark the box when you feel the outcome has been observed at the corresponding level of achievement.
- This should allow to get to an at a glance picture of the profile of skills.
- From here you can refer back to the detailed tracker and establish next-step outcomes to target.

You should find a wealth of other supportive resources on AAC Language Lab to help you target these outcomes.



Stage 2 – Detailed tracker

**Goal**

At this stage the individual is using phrases which contain 2 words. They learn more words and begin to put them in to short phrases which they use in meaningful contexts.

	<b>Outcome Reference Number</b>	<b>Observed outcome</b>	<b>What might this look like?</b>	<b>Started</b> (i.e. needing prompts and models to achieve this. May spontaneously do so on an average of 2/10 occasions but this is not consistent.)	<b>Emerging</b> (i.e. still needing some prompts and models to achieve this. Spontaneously does so on an average of 5/10 occasions consistently.)	<b>Achieved</b> (i.e. still needing very occasional prompts and models to achieve this. Spontaneously does so on an average of 8/10 occasions.)	<b>Established</b> (i.e. prompts and models rarely, if ever, needed. The skill is demonstrated across different settings, with different people and in different activities)
Stage 2	2.01	To spontaneously use phrases of 2-3 words across activities	A range of short phrases such as 'my turn', 'stop music', 'make car go' etc are used WITHOUT PROMPTS by the individual in an appropriate manner during games, everyday activities and play.				
	2.02	To have a vocabulary of approximately 200 words	The individual has around 200 words which they are able to use in different ways appropriately. This should be a mix of word types and should roughly consist of				

		approximately 80% core words and 20% fringe words. (see the handout 'Core and Fringe Vocabulary' in the useful forms section.				
2.03	To expand the range of verbs (action words) used spontaneously	In structured activities, daily routines and play, the individual is able to use an increasing range of verbs to communicate meaning. This may include less frequently used verbs, which may require more navigation to reach within vocabularies.				
2.04	To use the pronoun 'my' appropriately	The individual can use 'my' to indicate items or actions which relate to themselves. This may be with another word such as 'my go', to indicate a turn in a game or in response to a question from another person (i.e. who is this? 'my Daddy')				
2.05	To use the pronoun 'me' appropriately	The individual can use 'me' to indicate themselves. This may be with another word such as 'look me', to indicate when they can see themselves in a mirror, or in response to a question from another person (i.e. who is this in the photo? 'me!')				
2.06	To use the pronoun 'mine'	The individual can use 'mine'				

	appropriately	to indicate ownership of something. This may be with another word such as 'no! Mine!', in response to someone taking an item of theirs, or in response to a question from another person (i.e. who is this? 'mine!')				
2.07	To use the pronoun 'you' appropriately	The individual can use 'you' to indicate another person. This may be with another word such as 'you play', or in response to a question from another person (i.e. who is this? 'you!')				
2.08	To use adjectives (describing words) to indicate size	The individual is able to use words such a 'big' and 'little' to appropriately describe items.				
2.09	To use adjectives (describing words) to indicate temperature	The individual is able to use words such a 'hot' and 'cold' to appropriately describe items.				
2.10	To use the negative 'not' appropriately	In structured activities, daily routines and play, the individual is able to use 'not' appropriately. Examples may include phrases such as 'not want', 'not go' and 'not like'.				
2.11	To spontaneously use sentences which contain a subject and verb (i.e. you eat)	Without prompts, in structured activities, daily routines and play, the individual is able to use				

		sentences such as: Daddy run I want I play Mummy help				
2.12	To spontaneously use sentences which contain a verb and object (i.e. go home)	Without prompts, in structured activities, daily routines and play, the individual is able to use sentences such as: Want teddy Go park Play music Wash dolly				
2.13	To spontaneously use sentences which contain a verb and adjective or adverb (i.e. go fast)	Without prompts, in structured activities, daily routines and play, the individual is able to use sentences such as: Make big Go slow				
2.14	To spontaneously use sentences which contain a subject and object (i.e. Daddy car)	Without prompts, in structured activities, daily routines and play, the individual is able to use sentences such as: Mummy hat My coat Teddy ball				
2.15	To spontaneously use sentences which contain the	Without prompts, in structured activities, daily				

	question word what (i.e. what eat?)	routines and play, the individual is able to use sentences such as: What go? What? What it?				
2.16	To make requests for objects using 2-3 word phrases	Without prompts, in structured activities, daily routines and play, the individual is able to use sentences such as the following to ask for things: I want it Want ball Get me teddy				
2.17	To label/name using 2-3 word phrases	Without prompts, in structured activities, daily routines and play, the individual is able to use sentences such as the following to name items: It dog It my mummy				
2.18	To direct activities using 2-3 word phrases	Without prompts, in structured activities, daily routines and play, the individual is able to use sentences such as the following to tell others what to do: Make car go Make it play Get it				

		You stop You sleep dolly				
2.19	To make comments using 2-3 word phrases	Without prompts, in structured activities, daily routines and play, the individual is able to use sentences such as the following to give comments and opinions: I like Doggy big				
2.20	To protest or reject using 2-3 word phrases	Without prompts, in structured activities, daily routines and play, the individual is able to use sentences such as the following to protest or reject (indicate dislike): Not like I not want I not go! Not like doggy				
2.21	To greet others using 2-3 word phrases	Without prompts, in structured activities, daily routines and play, the individual is able to use sentences such as the following to greet others: Hello mummy! Hello Sid!				
2.22	To request actions using 2-3 word phrases	Without prompts, in structured activities, daily routines and play, the				

		individual is able to use sentences such as the following to ask for actions: Want more (in response to an action such as a tickle) Want it again! Want you sing				
2.23	To respond to requests using 2-3 word phrases	When asked a simple question which has a definite answer, the individual can respond with simple phrases such as: Q. Where's Daddy? A. Daddy work  Q. Where's teddy? A. Doggy got teddy				
2.24	To make statements using 2-3 word phrases	Without prompts, in structured activities, daily routines and play, the individual is able to use sentences such as the following to indicate what they are intending themselves or others to do: I go Daddy I sleep Teddy go bed				
2.25	To take turns after a pause	During interactions the individual begins to indicate they recognise that a pause in a conversation means they can take a turn. Initially they				

		may interrupt others when talking, however as the skills develops, they begin to wait until the other person has stopped talking (I.e. created a brief pause) which means they can take their turn.				
2.26	To take conversational turns beyond 2 turns	Within simple conversations around familiar activities or routines, the individual can participate in longer conversations. It is likely that initially these will be highly supported by the adult/implementer through use of open-questions. The responses from the individual may include a mix of context relevant language and interjections (um, aha).				
2.27	To initiate a topic to an adult and then to peers	Within simple conversations around familiar activities or routines, the individual can use simple phrases to introduce a conversation. This will likely relate to the current situation. For example – when playing, the individual may use language (possibly combined with gaze shift or body movement) to initiate a conversation and include you in play.				



			I.e. (when playing with a dolls house) 'Baby sleep' (giving you baby).				
2.28	To restate something when requested		When directly asked to repeat themselves (i.e. if the conversational partner has not understood them) the individual is able to do so.				

**Stage 2 – Quick glance tracker**
**Name:** \_\_\_\_\_

**D.O.B.** \_\_\_\_\_

Outcome Reference Number		Started	Emerging	Achieved	Established
2.01	To spontaneously use phrases of 2-3 words across activities				
2.02	To have a vocabulary of approximately 200 words				
2.03	To expand the range of verbs (action words) used spontaneously				
2.04	To use the pronoun 'my' appropriately				
2.05	To use the pronoun 'me' appropriately				
2.06	To use the pronoun 'mine' appropriately				
2.07	To use the pronoun 'you' appropriately				
2.08	To use adjectives (describing words) to indicate size				
2.09	To use adjectives (describing words) to indicate temperature				
2.10	To use the negative 'not' appropriately				
2.11	To spontaneously use sentences which contain a subject and verb (i.e. you eat)				
2.12	To spontaneously use sentences which contain a verb and object (i.e. go home)				
2.13	To spontaneously use sentences which contain a verb and adjective or adverb (i.e. go fast)				
2.14	To spontaneously use sentences which contain a subject and object (i.e. Daddy car)				
2.15	To spontaneously use sentences which contain the question word what (i.e. what eat?)				
2.16	To make requests for objects using 2-3 word phrases				
2.17	To label/name using 2-3 word phrases				
2.18	To direct activities using 2-3 word phrases				
2.19	To make comments using 2-3 word phrases				
2.20	To protest or reject using 2-3 word phrases				
2.21	To greet others using 2-3 word phrases				

2.22	To request actions using 2-3 word phrases				
2.23	To respond to requests using 2-3 word phrases				
2.24	To make statements using 2-3 word phrases				
2.25	To take turns after a pause				
2.26	To take conversational turns beyond 2 turns				
2.27	To initiate a topic to an adult and then to peers				
2.28	To restate something when requested				

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- You should find a wealth of other supportive resources on AAC Language Lab to help you target these outcomes.

## References

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