Implementation in the Classroom

It can be difficult at first to shift from thinking about AAC in pre-programmed phrases and sentences and activity based pages to focusing on using core words. Once the shift is made; however, it becomes easy to look at using core words in natural, everyday occurrences as core words make up 75-80% of everyone's daily, natural language. Listed below are daily activities that typically occur in a classroom and ways to use core words during these activities at the one-word, two-word, and three-word level to help get the thinking process started. Notice how many of the core words and phrases can be used throughout the day in various situations and activities.

Activity	One-Word	Two-Word	Three-Word
Calendar	"more" "that" "go" "stop" "help"	"what that?" "go more" "my turn" "get that" "I do"	"I want that" "you go more" "I need that" "read more please" "I have that"
Snack	"more" "that" "go" "stop" "help"	"more please" "don't want" "want more" "more drink" "need help"	"I need help" "more drink please" "I don't like" "I want that" "you stop that"
Free choice	"play" "more" "go" "stop" "help"	"I play" "my turn" "I color" "I do" "what that?"	"I play that" "I go more" "I don't like" "I want that" "I do like"
Reading	"read" "more" "go" "stop" "turn"	"I read" "you turn" "read more" "stop that" "my turn"	"I want read" "I like that" "my turn please" "you read more" "don't want read"
Math	"more" "go" "stop" "help" "that"	"I do" "need more" "need help" "get that" "put in "	"I need more" "I do that" "help me please" "don't want work" "I want turn"
Art	"more" "go" "stop" "help" "color"	"I color" "need that" "I make" "you make" "help me"	"I color that" "I get that" "I want make" "I need help"

Other Typical School Activities

- Spelling
  - Use core words as the target spelling words
  - Work on using the Spelling keyboard with word prediction turned off to promote the spelling of individual words instead of programming them into the activity row. Especially if the user will not be using them frequently.

- Diary Activities
  - Using core vocabulary as well as the activity row, students can put together daily diaries. Even starting off basic and using the same carrier phrases each day will allow for opportunities to practice.
  - Examples include: "I feel…," "I do…," "I work…," "I play…," "I make…," etc.

- Sight word instruction: Many sight words are also considered CORE vocabulary, especially during the first years of school. Because of this, many of the words you will be reading during initial literacy instruction can be found already in the device.
  - Common educational sight words can be found already stored under the Vocabulary Builder. Please contact your Regional AAC Consultant to learn more about how to use Vocabulary Builder.

- Student led activity
  - Structure a daily or weekly activity that can be led by the student using the device. Structure the activity to focus on phrases and sentences with core vocabulary instead of items that are pre-stored.
  - Consider the process over the product. The process being language development and the product being the activity itself. Decide what your goal is going to be during the activity and shift your focus for the device user to have success.

Ideas for Beginning Implementation of Unity in the Classroom

After you have begun to learn the Unity Language system and have begun to work on your device users overlay, you can focus on a couple of simple steps to begin the implementation process for your student across environments and activities in the classroom.

- Structure your Lessons to focus on Core Vocabulary
    - o Take some time to observe the activity without the device being used. Make notes of the vocabulary needed to complete the activity.
    - o Generalise the vocabulary if necessary to keep your user in the core.
    - o Add any specific vocabulary in the appropriate activity and/or category.
    - o Take some time to locate the vocabulary in the device yourself so that you can successfully teach it without losing your teachable moment.

- Use academic language to guide your instruction
    - o Core vocabulary is the same as academic language, use an academic language list such as the Dolch sight word list to guide academic tasks that will naturally bring in core vocabulary.
    - o Modify grade level reading and writing curriculum to meet your user's academic abilities and then use the same language already identified for you to reinforce core language instruction.
    - o Generalise academic language into expressive language tasks throughout the classroom daily. This will allow your student to use the vocabulary for demonstrating knowledge and for communication during all tasks.

- Start small and then raise the expectation
    - o Identify two activities in your classroom daily schedule that happen consistently and identify the core vocabulary used at that time.
    - o Begin setting the expectation that the user is working on the device at these designated times to make the implementation transition smoothly.
    - o Communicate with your related service providers (SLT, OT) to discuss what they can do to reinforce what and where you have started in the classroom and begin to provide generalisation immediately for your device user.
    - o As you become more familiar with the language, you will naturally begin using the device across more activities and areas of the academic environments.