



Liberator

easyChat

Play and Explore v8.00

Teaching Pack



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

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Welcome to Play and Explore!

This Teaching Pack is designed to assist you in using Play and Explore to introduce children and young people to AAC and the use of symbols as a communicative tool.

This resource rich pack contains advice on implementation strategies to help you achieve these goals, activity plans to help you think about how to model language within the vocabulary sets and sample goals to help you track progress.

The pack should prove invaluable irrespective if you choose to introduce vocabulary using Play and Explore as a low or high-tech resource.

We hope you find this resource a useful tool to help support the early vocabulary development, communicative intent and skill development of the young people whom you support.

Useful Terms

AAC - Augmentative and Alternative Communication

Button - usually with a picture on it, we press these on our talkers, and they will either say a word or perform a function (such as moving to a new page)

Communication Board – A single page or board which contains icons we can use to communicate with.

Communication Book – A collection of pages of icons which we are formed into a book.

Comprehension - our understanding of language

Core words - Core or 'high frequency' words make up most of the speech we use as adults (you can find more information in this pack).

Device/Talker - An electronic machine which speaks when we press special buttons or pictures on it

Expression – our use of language

Fringe words - 'Topic' words (you can find more information in this pack).

Hi-Tech - a communication system which needs power to work (either through batteries or by being charged).

Icon – the picture which may be on a button on our talker or on a page in a low-tech resource.

Low-tech – a communication system which does not need power to work (either through batteries or by being charged).

SalT - Speech and Language Therapist

Vocabulary - A collection of words

Vocabulary set – A collection of words relating to a particular activity

What is AAC?

Augmentative and Alternative Communication

This is what AAC stands for – which basically means a form of communication which either ‘Augments’ (supports) speech or is an ‘Alternative’ to speech. This may mean using gestures or signs, pictures or written words.

There are lots of different types of AAC

Because AAC is quite a broad term this means there are lots of different types. Within this pack we are thinking about 2 types of AAC which are:

Low Tech – This kind of AAC doesn’t need power to work (either through batteries or by being charged). Low tech AAC tends to be paper-based and may often look like a simple board with some pictures, letters or writing on it. The board may be based on a particular topic or activity. Sometimes a collection of different boards is arranged into a special book called a communication book. This type of AAC needs the person being spoken to, to be sat nearby when it is being used, so they can see what is being pointed to.

High Tech – This kind of AAC needs power to work (either through batteries or by being charged) and will produce speech which another person can hear. To produce speech, a person must press a button (or a combination of buttons) to then say a word. The buttons may have pictures, words or letters on them. More complex high-tech systems have special screens (a bit like a computer screen) which means lots of words can be stored in special pages or in layers so that lots of words can be accessed easily.

AAC can be adapted for someone’s physical needs.

If someone is unable to point or reach to an AAC system this is not a problem. Both high and low tech AAC systems can be adapted so that they can use different ways to access them – maybe using their eyes, by hitting a switch, using a joystick or a special tool called a head mouse.

Why use AAC?

We all have something to communicate

This may be simple things which mean we remain comfortable (for example if we are hungry or tired) or more complex communication such as wanting to express our wants, our ideas and our thoughts. We use communication to interact with each other, build relationships and form friendships.

Speech is the most common way people communicate with each other.

For some people it can take a long time for speech to develop, or perhaps using speech is difficult or not possible at all. This means the person needs to find another way to communicate what they want, need and feel. For some, this may mean they use a different way to communicate whilst they also develop their speech skills. For others this may mean they use a different way to communicate for their whole lives. The important thing is that each person has a way to communicate which they can understand, and which other people can understand.

AAC won't stop someone using speech

Using AAC won't stop somebody from using or developing speech if they are able to. We all communicate in the method which is fastest for us so sometimes this may be using speech and at other times it may using an AAC system.

AAC can also support someone's understanding of language

If someone is starting out learning words or if they have difficulties understanding what we are saying to them, low-tech AAC boards or books can often really help to support their understanding.

We are all unique!

Which means that we all have different abilities and interests. There shouldn't be a 'one size fits all approach' to AAC – it's about finding the best fit for each person, once they begin to develop their skills in purposefully using pictures to communicate.

It's an exciting journey

As a person becomes more confident at using AAC you often begin to learn a lot more about them and have lots of wonderful shared experiences.

It doesn't have to be overwhelming

easyChat Play and Explore has been designed to introduce you to the wonderful world of using AAC to help support communication, without being too overwhelming. So, get exploring, and have fun!

About easyChat Play and Explore

easyChat Play and Explore is a collaborative project between Emily Gabrielle and Mark Street of Liberator Ltd.



Hi! I'm Emily, it's lovely to meet you!

I qualified as a Speech and Language Therapist in 2006 and have worked all over the country since then.

AAC has always had a place in my clinical work whether that be when I've worked in special educational settings, in child development centres or with children in mainstream schools.

I firmly believe that AAC can have an impact for children with many different types of communication difficulties and am a huge advocate for its use wherever possible. Whether that be on an individual basis or across a whole setting such as within the classroom/nursery environment.

It's been a pleasure to work on easyChat Play and Explore and I hope it supports you and your child on their communication journey.

Hi! I'm Mark Street the AAC Consultant Manager for Liberator Ltd.

I joined Liberator in 2002 and have found passion in supporting people who use augmentative and alternative communication (AAC), their families and professionals in how to use a variety of vocabularies, software programs and devices as well as exploring complex access solutions. I regularly present at conferences about a variety of clinical and technical topics and frequently represent Liberator when hosting AAC Awareness events and exhibitions.

In 2015 I created easyChat and since then have further developed and enhanced the vocabularies following feedback from AAC professionals and more importantly device users. easyChat Play and Explore is the latest addition to the easyChat family and I am excited to see it being used by individuals at the start of their AAC journey.



Why did we want to create easyChat Play and Explore?

easyChat Play and Explore came into creation following our experiences in working with children and young people who were starting out their AAC journey. We believe all children have the potential to use AAC. However, on occasion, we found that, when first introduced to complex vocabulary systems, it could be too overwhelming for some. This didn't mean that the young person would never be able to use a complex system – just perhaps that some foundation skills maybe needed to be established before they were ready to explore a full vocabulary.

Often we refer to these children as 'Emergent Communicators' and they may present in such ways as:

- they have little or no experience with AAC
 - they have no symbolic expressive language (speech, signing, pictures etc) but may they be using gestures, body language and facial expressions to communicate
 - communicating something intentionally may still be developing and not yet established
 - they may require the support of a familiar partner to communicate
 - the reliability of their communication may be inconsistent at this time
- (<http://depts.washington.edu/augcomm/index.htm>)

With children at this stage the goal is often to teach the concept of symbolic communication, develop communicative intent and give them (and perhaps their families or support team) a gentle introduction to AAC and symbolic communication.

Being an Emergent Communicator is not a bad thing – it's a typical stage we pass through as we develop our communication skills.

Through this package children and young people can learn important things such as:

- Pictures can represent a word
- Pictures can help us to understand what is being said to us
- We can use pictures to communicate something
- We can use the same word in different activities

easyChat Play and Explore can also help us, as those supporting someone who is learning to use pictures, to develop our skills too. We can learn important things such as:

- How to help someone learn what a picture means through using it ourselves
- How we can use the same pictures across different activities so that we keep repeating what we are showing somebody
- How we can respond if someone uses a picture all by themselves to tell us something
- How we can take fun games and activities and start to introduce some picture.

It is hoped that by working with the Play and Explore resource, children and young people will be able to develop their communication skills in a more supportive manner before transitioning on to a standalone vocabulary package if it is felt they need it.

We wish you every success with easyChat Play and Explore and are excited to be part of your communication story.

Emily and Mark 😊

Vocabulary Sets

It is not intended that Play and Explore be viewed as a comprehensive communication system, rather a collection of largely situation-dependent simple communication boards which focus on early core vocabulary and context appropriate fringe words. It is expected that those teaching, will navigate to the appropriate vocabulary grid depending on the context or activity.

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) 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 means that when we think about the vocabulary we teach when starting out with AAC we need to get the right balance of *core* and *fringe* words.

easyChat Play and Explore aims to do this and core vocabulary words selected are both pertinent to the activity and where possible taken from the First 50 Core Word list created by Janet Lehr. 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.

There are 2 vocabulary sets within Play and Explore –



15

A 15- location layout, this vocabulary focuses on teaching very early core words and context appropriate fringe.

It is anticipated that at this stage the children we support will watch us as we model vocabulary and may themselves begin to use words appropriately at a single word level – however this may not be consistent. There will be a significant likelihood that children will require a high level of support from a familiar communication partner.

There is no expectation to demonstrate operational skills such as clearing the message bar as the vocabulary has been designed to do this automatically.



28

A 28 - location layout, this vocabulary focuses on further building a bank of core vocabulary words and context appropriate fringe vocabulary.

It is anticipated that at this stage the children we support will continue to watch us use the vocabulary but will also be spontaneously using the vocabulary increasingly independently at a single word level. The focus for us at this stage is to build core vocabulary and begin to model simple 2-word sentences – which those we support may begin to also use – however this may not be consistent.

Within this vocabulary early operational skills such as navigating to 'more' vocabulary within a context can be developed, as can using the message bar and 'clear' tool.

Across Play and Explore we attempt to keep icon locations consistent wherever possible and the location of each word type has been arranged to reflect the vocabulary layout within the easyChat core 28 vocabulary. Unfortunately, it may not be possible for each word to be in the exact same location for each vocabulary board however this will not be a frequent occurrence.

Using the vocabulary sets

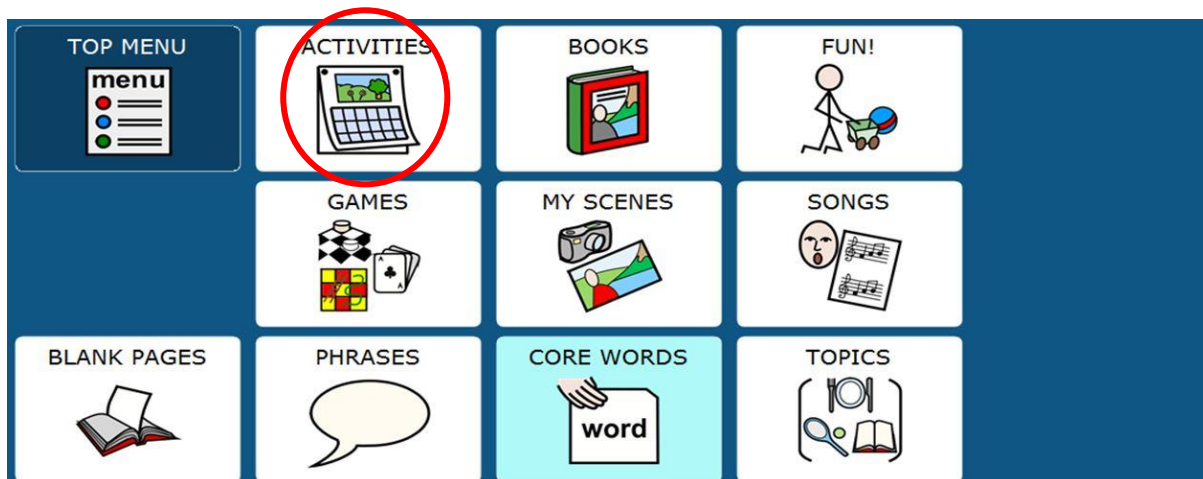
First begin by selecting the vocabulary size you wish to explore from the title page.



easyChat Play and Explore Title Page

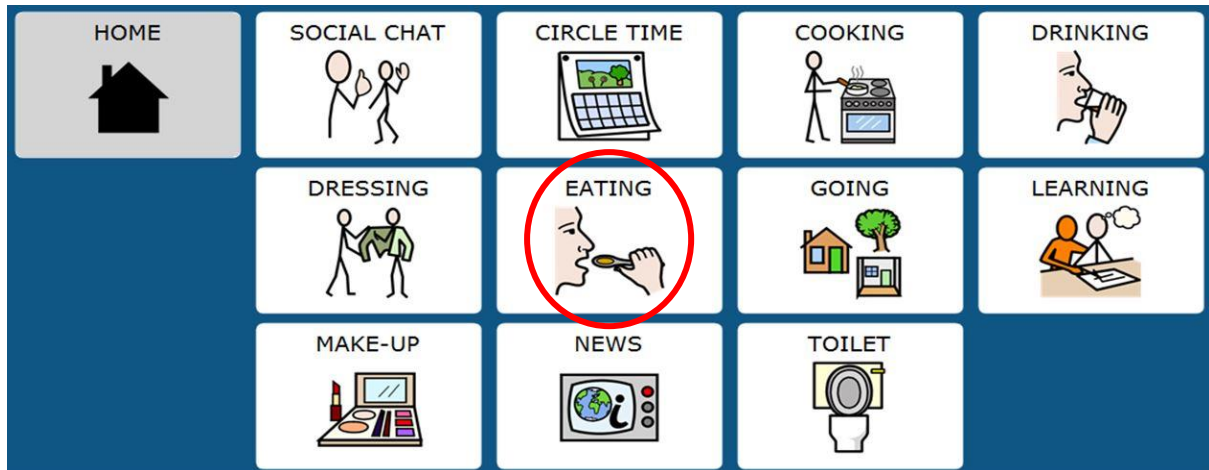
For this guide we are going to look at easyChat Play and Explore 15 location.

You will then see the main content page, where vocabulary sets are divided into the type of activity.

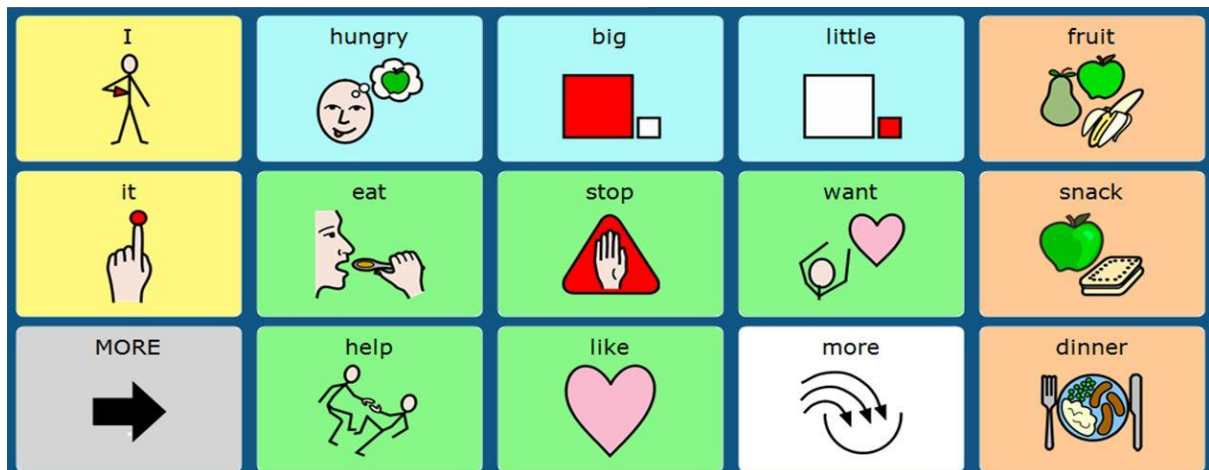


15 location main content page

On selecting the activity type, you will then be taken to a collection of vocabulary sets for you to choose from. For this guide we will look at 'Activities' and then choose 'eat'.



'Activity' vocabulary sets



'Eating' Vocabulary Set

REMEMBER! We are not expecting children and young people to find the appropriate pages at this stage – we, as those teaching the vocabulary, should be going to the pages.

Within the vocabulary sets..



The 'more' button will take you to a second vocabulary page. This may contain extra vocabulary or be blank, for you to add more context appropriate words if you wish. The 'home' button is also located on the second page to prioritise vocabulary space on the first page and reduce the risk of accidentally leaving the page when first exploring.



The 'home' button will always take you to the main content page for the vocabulary size you have selected.



Available in the 28 location, this cell will clear the contents of the message window.

How to use the resources in this pack

This pack is designed to provide you with practical strategies and ideas you can use to help someone develop emergent AAC skills.

Content

The booklet focuses on a small selection of strategies which can be useful in supporting early AAC skill development.

It then goes on to provide you with a series of activity plans for each corresponding vocabulary set. These should provide some helpful prompts for how to model the language within the specific activities.

Finally, some simple goal tracking sheets will help you to review the progress made and skills which have been developed whilst using the vocabulary sets.

Sharing the ideas

To support you to easily share the relevant resources, the pack is separated onto individual handouts. This allows you to quickly print out the relevant pages and pass them to important people (i.e. classroom or nursery staff / family members / carers) so that everyone has information on how to use the vocabulary sets.

Further learning and support

If you would like further support in developing strategies to support those who use AAC consider accessing our 'Top tips to grow language' workshop. This is a half-day session covering all the strategies in detail with lots of practical activities to practise the strategies. The course is delivered by a highly skilled AAC professional and can be delivered in most settings. For details contact us at training@liberator.co.uk.

You can also access a number of additional resources by visiting the 'Handouts and Presentations' section of the Resources page on our website. This can be accessed by visiting www.liberator.co.uk/resources/handouts-and-presentations



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Modelling

For most of us who develop speech, we are exposed to models of spoken language from the day we are born. In fact, we have around 9-12 months of having language modelled to us until we begin to use spoken words. By hearing the language modelled we begin to assign meaning to words.

How does this help?

- Modelling imitates the natural language development process.
- Modelling helps a child understand what a word means and how we can use it.
- It allows us to provide an example of the language and vocabulary without expecting a response from the individual who is learning the vocabulary.
- By modelling key words within activities, we can help to build vocabulary skills.
- We can model the different functions of words and show the child how we can use words in different ways.
- Modelling takes away the pressure of expecting a response from the individual and instead gently helps them to discover new vocabulary words without testing.

How do I do it?

- Make sure the person you are supporting is interested and participating in what you are doing
- When you want to model a word or short phrase, press the buttons on the device and say the words out loud at the same time.
- You don't have to model every word in a sentence (especially early on!) but you should still say the sentence as you model the key word. For example, you might say "I want more", whilst modelling 'more' on the device. Try to keep the spoken sentences short.
- Try to think about the goals you are working towards (liaise with your Speech and Language Therapist if you are unsure). Model these in activities. For example – in the early days you will likely model a range of words at a single word level, for different language functions (such as directing, requesting and rejecting) as you gradually expand vocabulary.
- As the individual builds their vocabulary you can begin to model 2 key words (and beyond!) whilst saying the whole sentence out loud. For example, "Make it go!" (modelling 'make go').

Top tips for success!

- Learning vocabulary takes time! Model, model, model some more and then keep modelling!
- It's tempting to model language that WE as implementers are likely to say in situations such as "Tidy up time" for when things finish. Instead, we need to focus on what the individual may say in this situation such as "no/want more/not stop/want finish" and model these words.
- Keep modelling even if it feels a little unusual at first – soon you will be modelling without even realising it.

Accept ALL communication

When you first support someone who is learning to use an AAC device it can be confusing. Do we now only accept communication on the device? Should we ignore other communications such as vocalising, signing or facial expressions? Absolutely not! We all use multiple communication methods when we interact with each other and it is no different for somebody who uses AAC.

How does this help?

- By accepting all communication, we ensure that the individual is communicating using the fastest method they can.
- When other methods are used such as facial expressions and vocalisations this gives us great opportunities to model new vocabulary on the device (after we have acknowledged the communication from the individual).
- By accepting all communication, we respect the other communication methods developed prior to using AAC and encourage the INDIVIDUAL. If using the AAC device is perceived as a task or a replacement for already established communication methods, it may be viewed in a negative way.
- If someone has a challenging behaviour, we must still acknowledge this as a communication in the early days but quickly try to model how the message can be communicated in an alternative, preferred way.

How do I do it?

- It's simple! If something is communicated by other means and you have understood it, acknowledge it!
- Just remember to model how the message could also be said on the device so the individual learns how to communicate the message on their device – something they may need to do when talking to people less familiar to them.
- For example – when playing with bubbles the individual who you are supporting vocalises “m” (which they have previously used for “more”). You respond by saying “You want more?” (modelling ‘more’ on the vocabulary if appropriate) “Great idea!”. You then blow more bubbles and then model ‘more’ again on the device whilst saying “more”.

Top tips for success!

- Don't get fixated on having to use the AAC system for all communication if other effective and appropriate strategies exist in certain contexts.

Happy Accidents

As when someone is learning to speak and plays with sounds through babbling, as someone learns to use their AAC vocabulary they will discover words – perhaps intentionally or perhaps by accident. When someone presses an icon and says a word which may seem out of context, hasn't been used before or isn't what you expected them to say, it's easy to think they have made a mistake and simply correct them. But do that and you are missing an opportunity to model the meaning of the word they produced. Rather than 'mis-hits' we call these 'Happy Accidents'.

How does this help?

- When young children learn to use spoken language, they often combine sounds randomly which happen to make a 'real word' – upon hearing this the person caring for them will react and give meaning to what they have said. For example, if a baby is babbling and makes the sound "Mum" – their mum will react happily, give them lots of attention and reinforce by saying "Yes it's me! Mum!". As this happens repeatedly over time the meaning of the word becomes established by the baby.
- When using AAC if someone has a happy accident and/or says something unexpected or out of context we must acknowledge this and respond with a meaningful action and comment, this way we show the individual what that word means and how they can use it.
- Responding in this positive manner encourages the individual to continue to explore vocabulary and not worry if they access the unintended icon. Rather than create a culture of 'right or wrong' communication it celebrates all communication!

How do I do it?

- Respond, respond, respond! Acknowledge everything which is communicated on the device – even if the words used seem out of context or different from what you were expecting.
- For example – you blow up a balloon and use the cue "Ready, Steady..." expecting the individual to say 'go'. Instead they hit "more". This may be an accident, or it may not! So, make sure you respond! You could blow more air into the balloon or get more balloons ready to let go. The important thing is you show what the word "more" means.
- Try to avoid saying 'no' or 'I think you made a mistake' straight away if someone uses an unexpected word – instead acknowledge it, try to give it meaning and then use modelling to show where the word is they could have used. Don't highlight the mistake, instead celebrate the effort and then model alternative language which could be used.

Top tips for success!

- Be prepared to be flexible and creative in how you respond to happy accidents!
- Even simple verbal feedback is better than no feedback at all after a happy accident.
- Share stories of happy accidents with others who support the individual and share the joy!

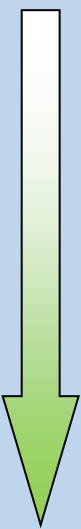
Prompting

When someone is learning to use their AAC system or is building up new skills they can sometimes need some guidance to find the words they need. Whilst it is important to allow time to respond, if someone hasn't responded after some time it may be that using a gentle prompt can help them.

How does this help?

- When we prompt, we help the person to either find where the word is they are looking for or assist them in finding the appropriate vocabulary words for the situation if they are still building up their vocabulary and/or sentence length.
- The level of prompt used depends on the person's current needs – generally by starting with gentler prompts and gradually increasing the level of prompt if the individual doesn't respond we ensure we don't over-

How do I do it?

least	<ul style="list-style-type: none"> • Wait 10 seconds 	<p><u><i>You have just taken off Dolly's nappy</i></u></p> <p><i>Wait 10 seconds</i></p>
	<ul style="list-style-type: none"> • Make a comment with an expectant pause 	<i>"She hasn't got a nappy on now"</i>
	<ul style="list-style-type: none"> • Ask an open-ended question 	<i>"What does she need now?"</i>
	<ul style="list-style-type: none"> • Give part of the answer 	<i>"We need to... (holding clean nappy)"</i>
	<ul style="list-style-type: none"> • Gesture or point to the device 	<i>Point to the general location of the word</i>
	<ul style="list-style-type: none"> • Model or show on the device 	<i>Model 'put' saying "put"</i>
	<ul style="list-style-type: none"> • Physical guidance 	<i>Hand over hand prompt to say 'put'</i>
most		<i>Finish by saying "Put it on."</i>

Top tips for success!

- This takes time and practice. If you have words or concepts you want to target you can think in advance about the prompts you could use.

Recasting

A common SaLT trick for modelling language, recasting simply involves verbally repeating back what we have heard communicated to us, with slight modifications added if needed. We may also choose to model the language on the AAC device. For those of us who have developed spoken language, this was an important part of the learning process and it's equally as important for individuals who are learning to use the language in their AAC system.

How does this help?

- When we recast, we give acknowledgment to the individual that we have heard them.
- By repeating back what we think has been said it also allows us to confirm that we have heard the message correctly – and if we haven't it gives the individual opportunity to correct us.
- We can slight alter what we repeat back to model increased sentence length if building sentences within the 28 location vocabulary
- Recasting allows us to subtly model language without obviously correcting the individual when they are learning their language.

How do I do it?

- Recasting is simply a repeat with modifications added *if needed*.
- Let's look at some examples (words in brackets are the ones we would model on the device):

Original Message

"more"

"want"

"red"

Recast

"yes, (more)!"

"You (want) a (drink)"

" The (red) (balloon)"

Top tips for success!

- You don't have to recast EVERYTHING which is said to you – especially if the individual is using complex sentences – however in the early stages of language building when using AAC this is a simple, effective strategy.

Extending – expanding length

Extending allows us to model increased language in sentences whilst remaining in the context of the activity by repeating what we have heard whilst also expanding the sentence. We can choose to expand either the length of the sentence or the function of the sentence. For those of us who have developed spoken language, this was an important part of the learning process and it's equally as important for individuals who are learning to use the language in their AAC system.

How does this help?

- Firstly, when we recast (repeat back) we give acknowledgment to the individual that we have heard them.
- By repeating back what we think has been said it also allows us to confirm that we have heard the message correctly – and if we haven't it gives the opportunity to correct us.
- In extending our reply by expanding length we are adding an 'extra' word to the sentence – a useful strategy when an individual is developing their skills at sentence building.
- By going 'one-up' in your reply you model the next stage of sentence progression and help to build skills by providing models of the next expected development.

How do I do it?

- Simply repeat back what you have heard whilst going 'one-up'
- Let's look at some examples:

Original Message

"eat"

"drink"

"more"

You one-up

"want eat"

"more drink"

" more music"

Top tips for success!

- You don't have to expand the length of EVERYTHING which is said to you however in the early stages of language building when using AAC this is a simple, effective strategy.
- Think about words the individual is using independently at a 1 word level which you can use to 'one-up', instead of always having to teach a new word when you want model expanded sentence length.

Extending – expanding function

Extending allows us to model increased language in sentences whilst remaining in the context of the activity by repeating what we have heard whilst also expanding the sentence. We can choose to expand either the length of the sentence or the function of the sentence. For those of us who have developed spoken language, this was an important part of the learning process and it's equally as important for individuals who are learning to use the language in their AAC system.

How does this help?

- Firstly, when we recast (repeat back) we give acknowledgment to the individual that we have heard them.
- By repeating back what we think has been said it also allows us to confirm that we have heard the message correctly – and if we haven't it gives the individual opportunity to correct us.
- In extending our reply by expanding the language function we are adding an 'extra' word to model the differing way we can use language.
- By modelling differing language functions, you are both developing understanding of multi-meaning vocabulary words, increasing how an individual uses the vocabulary they have available and encourage progression of sentence building.

How do I do it?

- Let's look at some examples:

<i>PWUAAC Says</i>	<i>You Model</i>	<i>Function modelled</i>	<i>Sentence Type Modelled</i>
	"want juice"	Requesting	Verb + Object
	"big juice"	Describing	Adjective + Object
	"where juice?"	Questioning	Question + Object
juice	"get juice"	Commanding/Directing	Verb + Object
	"like juice"	Commenting	Subject + Verb
	"no juice"	Rejecting	Negative + Verb

Top tips for success!

- You don't have to expand on EVERYTHING which is said – especially if the individual is using complex sentences but in the early stages of language building this is a simple, effective strategy.
- Think about words the individual may be using independently which you can use to 'one-up', instead of always having to teach a new word when you want model expanded functions or sentence types.

Sabotage!

You might say it's being cruel to be kind, but it really isn't that harsh and can often be quite fun! When we use sabotage, we subtly change something within a normal activity to enable increased communication opportunities. To be most effective (and fun!) it often helps if we, as implementers, pretend that the situation is accidental – due to us forgetting something, being silly or not looking. Rather than us deliberately sabotaging a situation because we're just plain meanies...

How does this help?

- By subtly interrupting a routine rather than doing it very obviously we can create hidden opportunities to model language.
- Furthermore, by doing so within everyday routines we can model language in natural contexts.
- Using sabotage also helps the individual to develop skills at using vocabulary to repair situations when they don't go to plan.

How do I do it?

- Think about common activities and routine events which occur through the day. How can you make small sabotages to increase communication opportunities?
- For example, during an Art Session
 - Give out blunt colouring pencils during art (model 'help', 'broken', 'turn')
 - Giving someone an apron, which is very definitely the wrong size and/or is difficult to put on (model 'no', 'big', 'small', 'help')
 - Only give out one colour of paint (model 'want', (colour words), 'more', 'different')
 - Screw the tops of the paint lids on tightly (model 'help', 'open')
- If the individual doesn't respond to the sabotage model language anyway around the situation
- Try not to sabotage so much that the individual becomes distressed or frustrated – if this does happen you can model language relating to feelings and think about language you could use next time. For example, "Oh you got 'angry' because you couldn't 'open' the paint. I can 'help' you."

Top tips for success!

- Make sure you use sabotage in small amounts and only make small changes – we don't want to overwhelm the person we are working with.
- Make it fun! Make a fuss when you are silly and do something 'wrong' so that it makes the individual laugh.
- Be creative!! You can sabotage almost any situation!

Keep it person centred

Communication is personal, and the things we motivate us most of all are the things which we all individually find interesting. When we first developed speech, our first words and phrases related to things which we were doing every day, which were important to us. It's easy to get bogged down in trying to teach people the vocabulary we think they need to develop skills and meet milestones – but it's important to step back and think "What does he/she WANT to communicate about?".

How does this help?

- By adopting a person-centred approach, we ensure that the support we offer is fun, motivating and most importantly is going to have a positive impact for the individual whom we are supporting.
- By focussing on activities and topics of interest to the individual we are more likely to see them engage in the process. When they see the benefits their new language skills will have, within activities which are of interest to them, they will be more inclined to keep working on their skills.
- By giving the individual access to the vocabulary which is important to them we are providing meaningful communication experiences.

How do I do it?

- Remember it is about what the individual wants to say, not what we want to say to them or what we want them to say. It's tempting to want to add words that WE as implementers are likely to say in situations such as wanting to add "Tidy up time" for when things finish. Instead, we need to focus on what the individual may say in this situation such as "no/want more/not stop/want finish" and model these words.
- Take time to think about what the PWUAAC enjoys and then think about words you may use within that activity. Try to model these words within such activities. Use the *Choosing Vocabulary Activity First* planner from our website to help you choose which are the priority words or topics within Play and Explore for you to model.
- When selecting new words to model try to focus on words which can be used within these motivating and engaging activities or topics.

Top tips for success!

- Keep it personal!!! Even in the early stages pick and choose those core words which are most important and pertinent to motivating topics and activities.
- Don't avoid the fringe vocabulary! It's OK to include some topic words which will be motivating and meaningful.

Presume Potential

It's easy when starting something new to think 'I'll never get the hang of this'. For those of us supporting someone to use AAC it can be easy to have this approach when looking at a new AAC system or vocabulary – especially if someone is at an early level of skill development. If we presume someone will never master a skill, we may avoid working towards it. However, if we do this, we can limit the opportunities for communication – so that 'They'll never get this' becomes a self-fulfilling prophecy.

How does this help?

- When we presume potential, we think beyond the here and now and instead think about how we want someone to be communicating in the future.
- By having a vision of how we want someone to use language in the future we can then think about what skills we need to teach in order to get to that end point.
- This ensures we always have enough vocabulary available to get to the next stage, to model the sentences we are working towards and to ensure we have all the features of language we need, in the vocabulary, to allow the individual who we support, to become the successful, spontaneous communicators we aspire them to be.

How do I do it?

- Make sure you have enough vocabulary words available to model next steps in language.
- Always ensure the individual has time to explore vocabulary words – even words they may not know yet. If the words are NEVER available, they will NEVER be able to discover them and begin to learn their function or meaning.
- Dream big – don't just get caught up in the here and now of how someone is currently using their communication system. New skills need to be taught and this can take time. Assume that the person you support can achieve more and help them to get to this next stage by utilising all the strategies we have explored in this resource pack.

Top tips for success!

- Share your aspirations! Make sure everyone involved in supporting the individual is presuming competence and that you are all sharing the same vision.
- Include the individual where possible in this – what do they want to be able to do with their communication? How can you support them to get there?

Activities – Session Plans

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Baking

Equipment

- Cookware
- Ingredients
- Recipe

Vocabulary

(words in italics are only available in the 28-vocabulary set)
bad, bowl, cold, do, get, good, hot, I, in, ingredients, it, knife, like, mix, more, not, out, pour, put, roll, scales, spoon, stop, take, that, turn, want, you,

What to do

Whenever you are going to be doing some baking have the vocabulary page available.

Encourage the individual to help 'get' the 'ingredients'. Use the 'scales' and measure out what you need for your recipe.

Once you have your ingredients carefully 'put' them in the 'bowl' one at a time. 'Mix' the ingredients together with the 'spoon'. Once everything has been mixed together it's time to prepare your baking – do you need to 'pour' the mixture into a cake tin or perhaps 'roll' out the dough to cut biscuits?

Then you can 'put' the items in the oven being careful as it will be 'hot'. Once they are 'ready' can you 'take out' the items?

Do they taste 'good'?

Sentence Ideas

1WL – get, mix, do, pour, want, take, turn,

2WL – get it, do that, take out, put in, it good, it hot, in bowl, mix it

Language Functions

Commenting – like, it good, like it, I like

Directing – mix, take, get, mix it, you get, you do

Questioning – it hot? Good?

Requesting – want, I want, want spoon, want that

Generalisation

You could use this vocabulary in both real-life and pretend cooking activities. Many 'baking' apps and games now exist during which you can also model the above language.

Chatting

Equipment

- Yourself and the AAC user
- Other familiar people (perhaps around school / family/local shops etc)

Vocabulary

(words in italics are only available in the 28-vocabulary set)
 Any news?, *awesome, awful, bad, brilliant, fine, good*, Goodbye, Hello, How are you?, *I, I'm fine, I'm not so good, me, nice to meet you, no, ok, rubbish, That, that's great!, that's not good, TV last night? what's your name, yes, you,*

What to do

Have the vocabulary page available to you for times when you can have a simple chat – this may be at the start of the day, at a break time, over a cup of tea or whilst waiting for a bus – the times in a day where we can have a quick catch up chat are endless!

Try to factor in 'chat time' into the day's routine – maybe as part of a morning registration session.

If an individual is running an errand (such as taking something to someone, nipping to the local shop etc) take the chat board with them and model use of the vocabulary as they greet and interact with familiar people.

Sentence Ideas

1WL – good, goodbye, hello, not good
 2WL – hello how are you? How are you any news?

Language Functions

Commenting – that's great, that's not so good, I'm fine, I'm not so good
Greeting – Hello, Goodbye
Questioning – How are you? Any news?

Generalisation

Practice doing so with people in the wider community who the individual feels comfortable with.

Cooking

Equipment

- Recipe
- Ingredients
- Cooking utensils
- Cooking equipment needed (i.e. oven/blender etc)

Vocabulary

(words in italics are only available in the 28-vocabulary set)
big, bowl, cold, cut, food, help, hot, I, in, it, knife, little, make, me, mix, more, not, out, pour, put, spoon, take, that, turn, want, you,

What to do

Cooking is a fun, often motivating activity which offers a variety of sensory experiences. Whilst cooking allows us to develop some excellent life-skills it also provides a wealth of opportunities to model some great core language words and language functions.

Talk about what you are going to make and how you will do it. Follow the recipe as it is written, sharing the tasks and model target language as you are doing so.

Weigh the ingredients and decide if you need to add 'more' or 'not'.

Negotiate who will do what in the recipe and use the words 'I' and 'you' to indicate this. Model 'me' in response to questions such as 'Who wants to stir?'. 'Put' things in bowls. 'Take' things out the oven.

Describe the food and cooking processes - model 'hot' and 'cold'.

Sentence Ideas to Model

1WL – cold, hot, I, make, more, not, want

2WL – cut it, help me, I help, I make, it hot, not help, not want, pour it, put in, take out, turn spoon, want it, want mix, want that

Language Functions to model

Commenting – hot, it hot, food hot, big, big bowl

Directing – take, take out,

Labelling – food, spoon, knife, bowl

Questioning – take out? more?

Rejecting – not, not want, not help

Requesting – help, want help, want, want it,

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.

Drinking

Equipment

- Drink choices
- Cups/glasses

Vocabulary

(words in italics are only available in the 28-vocabulary set)
big, cold, cup, do, drink, get, help, hot drink, hot, I, in, it, juice, like, little, make, milk, mine, more, not, pour, stop, that, want, water, you

What to do

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

If it is safe to do so, try to offer different choices of drink. Model choice making by saying 'that' or 'want' with a finger point to the item. Offer more drink modelling and encouraging the individual to indicate if they would like 'more'.

Offer choices of different cups or straws when getting a drink. Model and encourage use of words such as 'big', 'little', 'that', and 'want' to indicate the choice. Offer drinks of differing size and comment on what the individual has chosen. When pouring the drink model 'stop' when the cup is full.

After you have finished, encourage the individual to tidy up theirs, yours and their peers' cups etc. They can ask if they can 'get' someone's cup or if they want 'more'.

Sentence Ideas to Model

1WL – big, drink, help, like, little, more, that, want,

2WL – I get? it cold, like that, more drink, more juice, not like, not want, pour in, pour more, stop pour, that mine, want big, want more, want that

Language Functions to Model

Commenting – like, like that, like juice, not like

Labelling – drink, juice, water, that mine

Questioning – more? want more? more juice? I get?

Rejecting – not like, not want,

Requesting – want, want more, want juice,

Generalisation

Younger children can recreate drinks pretend play opportunities such as tea parties.

Model target sentences at mealtimes.

Bath time is great for pretending to make a drink! (use low-tech only and double laminate it!)

Dressing

Equipment

- Choice of clothing and accessories

Vocabulary

(words in italics are only available in the 28-vocabulary set)
bad, bracelet, cardigan, coat, cold, dress, get, glasses, gloves, go, good, hair accessory, hat, help, hot, I, it, jumper, like, look, me, more, necklace, not, off, on, pants, put, scarf, shirt, shoe, shorts, skirt, sock, take, that, trousers, t-shirt, want, wear, you

What to do

You can model some great vocabulary whether getting dressed in the morning, trying on outfits in the shops or getting undressed at the end of the day – or if the individual likes multiple outfit changes across the day!

Use 'that' with a finger point or a look to choose clothing items. Think about if it's a 'hot' or 'cold' day and what clothes the individual 'wants' 'wear'.

When you've chose clothes 'put' them 'on'. Do they 'go'? If 'not' 'take' them 'off'.

Talk about the outfit combinations you create. Do they look 'good' or 'bad'? Do you 'like' them or 'not'?

If having trouble with an item of clothing model 'help'. Or if in a shop and you want another size to try on ask a sales assistant to 'help'.

Sentence Ideas to Model

1WL – bad, cold, get, good, help, hot, like, off, on, want, wear,

2WL – feel good, get coat, get it, help me, I hot, it cold, like it, look good, not that, not want, on me, put on, take off, want that, wear it

Language Functions to Model

Commenting – good, look good, like it,

Directing – on, put on, take off, off,

Questioning – like? Like it? want that?

Rejecting – not want, not like, not good

Requesting – want, want wear, get that,

Generalisation

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

Talk about clothes you like in catalogues and magazines.

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

Eating

Equipment

- Food items or meal
- Cutlery

Vocabulary

(words in italics are only available in the 28-vocabulary set)

apple, banana, big, biscuits *breakfast*, crisps, dinner, eat, fruit, *get*, *good*, help, hungry, I, it, like, little, *look*, *lunch*, *me*, more, *not*, *open*, orange, raisins, snack, stop, *taste*, *that*, want, *yoghurt*, you

What to do

Mealtimes and snacks are the perfect opportunity to model some great language.

Model language as you 'eat'. Ask if people want 'more'. Ask people to 'get' you things from across the table. Model asking for 'help' if needed with food cutting or reaching items.

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

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

If there are lots of food items available 'look' at the options. What do you 'like' the look of? What do you 'want'? Do you want a 'big' or 'little' portion?

Say if you feel 'hungry'. Use 'I' and 'you' to indicate who may be 'hungry'.

Sentence Ideas to Model

1WL – breakfast, eat, fruit, help, like, more, open, snack, want

2WL – get it, get that, help me, I hungry, like eat, like it, like taste, not hungry, not like, open that, taste it, want (food), want lunch, want more

Language Functions to Model

Commenting – like, good, like it, taste good,

Directing – help, get, you help, you get, get that

Questioning – more? good? want more? want that? taste good?

Rejecting – stop, not want, not more

Requesting – more, want, want eat, want more

Generalisation

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

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

Use puppets to enact mealtimes and model the language.

Gardening

Equipment

- Gardening tools
- Seeds and soil
- Outdoor space if available

Vocabulary

(words in italics are only available in the 28-vocabulary set)
 again, big, cut, dig, *do*, *dry*, *get*, grow, *help*, I, in, it,
 little, more, *not*, out, plant, pour, put, seed, soil,
 spade, *stop*, take, *that*, want, water, *wet*, *you*

What to do

Any gardening activity, no matter how simple is a great time to model language, whether planting some seeds, watering plants or digging in a vegetable plot!

'put' some 'soil' in a pot and then 'take' a 'seed' and 'put' it in. Give the seed some 'water' to 'help' it grow.

Get a 'spade' and 'dig' the soil to put seeds 'in'.

'Help' to water the plants. Give them 'more' water if needed, making sure the 'soil' feels 'wet'.

Sentence Ideas to Model

1WL – cut, want, dig, help,

2WL – put in, get that, water plant, help grow, I want, want it, put it, soil dry,

Language Functions to Model

Commenting – wet, dry, big, it dry, plant big

Directing – help, get, you help, you get, get that

Questioning – more? again? pour more?

Rejecting – stop, not want, not more

Requesting – more, want, want that, want spade

Generalisation

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

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

Use puppets to enact mealtimes and model the language.

Going

Equipment

- General transport used in daily life
- Yourselves!

Vocabulary

(words in italics are only available in the 28-vocabulary set)
 aeroplane, *big*, bus, car, *different*, drive, *food*, get
 food, *get*, go, home, I, in, it, like, *little*, more, *my*,
 not, on, out, park, *play*, *same*, school, *shop*,
 shopping, stop, *train*, *turn*, walk, want, *you*, *your*

What to do

Sometimes the idea of going somewhere can be exciting/anxiety provoking/confusing/distracting! It can be really helpful to have some core vocabulary words you can use to think about this topic.

If you are going out use the vocabulary to talk about where you are going to 'go', is it 'home', the 'shop', somewhere 'different'.

What are you going 'in' or 'on'? If it's a big trip you may want to talk about how you may be going to 'go' on a 'big' 'aeroplane'.

Talk about where you 'like' to 'go' model 'I like' and 'you like'. Is there anywhere you do 'not like' to go?

When going to familiar places can you thinking about where to 'go' which road do you 'turn' down?

Sentence Ideas to Model

1WL – drive, go, home, like, out, park, school, walk, want

2WL – different shop, get in, go aeroplane, go different, go home, go out, in car, like park, like shop, like that, my car, not go, not like, on bus, want go, want walk

Language Functions to Model

Commenting – like, like car, I like

Directing – go, turn, get in,

Labelling – home, school, bus, my school, my car

Questioning – you go?

Rejecting – not, stop, not go, not like

Requesting – want, go, want go, want walk

Generalisation

If talking about a trip you have been on refer to photos where appropriate.

If discussing upcoming trips, using images from google / holiday brochures etc can help support the discussion.

Watch shows where people go on trips or which focus on transport and travel.

Learning

Equipment

- Classroom equipment needed for activity
- Timetable if used

Vocabulary

(words in italics are only available in the 28-vocabulary set)
 bad, count, difficult, do, draw, easy, good, help, I,
in, it, *like*, listen, look, make, *me*, more, not, *on*,
 paper, pencil, *put*, read, stop, *that*, timetable,
 want, what?, work, *you*

What to do

Whilst an individual is developing their understanding and use of vocabulary it can be really useful to have some functional core words available for them during lesson times.

Think about what the aim of the task is – is there something to ‘do’, ‘read’ or ‘make’?

Use the vocabulary to model what is expected – do we need to ‘listen’ or ‘look’?

What do you need for the activity – if you need to get a ‘pencil’ and ‘paper’ do you need ‘help’?

Who will ‘do’ what? ‘I’ or ‘you’?

Was the task ‘easy’ or ‘difficult’ to ‘do’. When it’s time to ‘stop’ ‘work’, ‘what’ is on the ‘timetable’ next?

Sentence Ideas to Model

1WL – difficult, do, easy, help, look, make, more, stop, want

2WL – good work, help me, I do, I read, like that, make that, not like, put on, that difficult, that easy, want paper, want stop, you do

Language Functions to Model

Commenting – easy, difficult, that easy/difficult, that good,

Directing – do, look, listen, do that, help me,

Questioning – What? What do?

Rejecting – not, not do, no want

Requesting – want, more, do more, want stop

Generalisation

Have this vocabulary available across as many learning activities as possible.

During pretend play be ‘teachers’ and use the vocabulary with toys and dolls.

Make-Up

Equipment

- Make up items
- Nail varnish
- Skin products

Vocabulary

(words in italics are only available in the 28-vocabulary set)
bad, black, blue, brown, cheeks, cleanser, close, different, do, eyebrow, eyes, face, feet, go, gold, good, green, hands, I, it, like, lips, look, make up, me, more, nail varnish, not, off, on, open, orange, pink, purple, put, red, same, silver, take, that, want, what? yellow, you

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 as we 'look' in the mirror.

Put make up 'on' or 'take' it 'off'. Choose what make-up to put on (i.e. 'eyes') and then choose a colour. Model asking for 'more' make-up if wanted. Comment on if you 'like' the look.

'Do' your nails and choose different colours – will each nail be the 'same' or 'different'?

'Open' and 'close' the different make-up containers as you 'look' for the colour you 'want'.

Try different perfumes/aftershaves and choose one to 'put' 'on'. Which smells do you 'like'?

Swap roles and take turns to put make-up on each other.

Sentence Ideas to Model

1WL – (body parts), (colours), close, do, help, like, more, off, on, open, that, want

2WL – close it, do same, eye blue, like it, lip red, look good, more on, more on, not like, open that, put on, take off, want different, want off, want that

Language Functions to Model

Commenting – like, good, like it, look good

Directing – do nails, do pink, put on, take off

Labelling – (colours), nail varnish, make up

Questioning – What? What want?

Rejecting – not like, it bad

Requesting – more, nail-varnish, want more,

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 the individual to comment on their friend's style and looks or talk about images in magazines.

Visit a make-up counter and explore the different items or look in a catalogue.

Music

Equipment

- Source of music (radio/cd player/phone/tablet)

Vocabulary

(words in italics are only available in the 28-vocabulary set)
again, album, *bad*, *dance*, different, down, *good*, I, it, like, listen, *me*, more, music, *not*, *off*, *on*, play, radio, same, *sing*, song, *stop*, that, turn, up, want, *you*

What to do

Listening to music is incredibly motivating for so many of us! With such a huge range of music genre's there's something for everyone.

'Play' some music and see if the individual wants 'more' of that song. Once the song has finished do they wish to listen to the 'same' song again or a 'different' song?

'Turn' the volume 'up' and 'down'. Have a party and 'dance' along to the best songs! Decide whose 'turn' it is to choose a 'song'.

Sentence Ideas to Model

1WL – more, stop, play, dance, like, turn

2WL – want more, play it, you dance, turn up, play again, same song, play different,

Language Functions to Model

Commenting – like, good, like it,

Directing – play, turn up, play it,

Rejecting – not like, it bad

Requesting – more, music, want more,

Generalisation

Play DJ's and host a party!

Listen to music on the radio when out in the car and comment using the vocabulary.

News

Equipment

- Yourselfes
- Photographs (not essential)

Vocabulary

(words in italics are only available in the 28-vocabulary set)
 bad, did, *different*, *family*, *friend*, good, got, have
 news, *have*, *home-school book*, I, *in*, *internet*, *it*,
 made, *more*, my family, my friend, my school,
my, *news*, *newspaper*, *not*, *on*, *read*, *same*,
school, *someone*, something, somewhere, *tell*,
 went, *you*

What to do

Sharing news can always be exciting – especially if something unusual happened! It can be hard to prepare for every scenario when developing a low-tech board for this – so practicing using some key core words and concepts can help to facilitate the story telling.

Use the available vocabulary to give the basic information of the news – think about who the news refers to and indicate this person accordingly.

What is the news about? Did ‘someone’ do ‘something’? Was it ‘good’ or ‘bad’?

If it’s news the person has ‘read’ where did they ‘read’ it? on the ‘internet’, ‘in’ the ‘newspaper’?

If the news is about the individual can they talk about what ‘I’ ‘did’?

Sentence Ideas to Model

1WL – bad, good, my family, my friend, my school

2WL – did good, have news, I did, I made, in home-school book, on internet, on news, school newspaper, something bad, went somewhere

Language Functions to Model

Commenting – good, bad, it good, it bad,

Directing – you tell, tell news,

Questioning – have news?

Requesting – more, tell more, tell news

Generalisation

Try using the vocabulary consistently when sharing news.

Watch the news and comment on news stories (Newsround is a suitable alternative for younger people)
 Explore news topics of the individual’s interests – whether this be the football, the zoo, celeb gossip or trains! Our interests are personal!

Toilet

Equipment

- Bathroom equipment
- Self-care items

Vocabulary

(words in italics are only available in the 28-vocabulary set)
 big, *bum*, do, *dry*, *face*, flush, get, *hands*, help, I, *it*, little, more, *my*, *not*, *off*, *on*, pants, poo, *put*, *take*, toilet roll, toilet, want, wee, wet wipes, *wet*, wipe, *you*

What to do

Using the bathroom (especially when supported by someone) can be an incredibly personal experience which can be greatly supported by the inclusion of some core vocabulary words.

Use the vocabulary to support your spoken message as you explain what you are going to do if you are involved in the personal care of the individual.

If the individual is using the bathroom independently (perhaps just with some supervision and verbal prompts) you can use the vocabulary to support the prompts you give and encourage the individual to indicate what they may need or what they do next in the toilet routine.

Sentence Ideas to Model

1WL – help, poo, toilet, toilet roll, want, wee,

2WL – big poo, do poo, dry hands, get off, help me, I do, I dry, I wipe, on toilet, put in, take off, want wee, wet hands, wipe bum, wipe it, you do

Language Functions to Model

Commenting – big, little, wet, dry, I wet

Directing – do, get, you get, get it, help me

Labelling – toilet, toilet roll, wet wipes,

Rejecting – not, not want,

Requesting – want, help, want toilet, want poo

Generalisation

Use the same vocabulary if enacting toilet time during pretend play.

If exploring books and stories about toileting use the vocabulary to talk about it.

TV

Equipment

- TV or TV streaming app on a tablet/phone

Vocabulary

(words in italics are only available in the 28-vocabulary set)
 again, bad, channel, *different*, down, film, *finish*,
 good, I, it, like, look, more, *not*, off, on, *same*,
 that, turn, TV show, up, volume, want, watch,
what, *you*

What to do

Watching TV is incredibly motivating for so many of us and with so many platforms to now watch shows on you can watch anything you like whenever you wish!

‘Turn’ the TV ‘on’ and ‘look’ for something to ‘watch’. Pause programmes and ask if the individual wants ‘more’ of that show or something ‘different’. ‘Turn’ the volume ‘up’ and ‘down’ and change the ‘channel’ if nothing good is on!

Talk about what’s on – do you ‘like’ this programme? Is it ‘good’?

Sentence Ideas to Model

1WL – more, again, watch, turn, good

2WL – watch it, like that, turn up, different channel, want it, what that? it good

Language Functions to Model

Commenting – good, bad, like

Directing – watch, turn, turn up, you turn

Labelling – film, TV show

Rejecting – not, not want,

Requesting – want, help, want that, want more, want film

Generalisation

You can use the same vocabulary when watching home movies or videos on YouTube.



Books – Session Plans

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Brown Bear Brown Bear

Equipment

- Story book

Vocabulary

(words in italics are only available in the 28-vocabulary set)
 bear, bird, black sheep, *black*, blue horse, *blue*,
 brown bear, *brown*, cat, children, *dog*, *duck*, *fish*,
frog, *gold*, goldfish, green frog, *green*, horse, I,
 look, me, *purple*, purple cat, red bird, *red*, see,
sheep, teacher, what? white dog, *white*, yellow
 duck, *yellow*, you

What to do

Explore the story together using the vocabulary set to emphasise the key words you wish to highlight within the story.

You do not need to emphasise every word each time and may wish to focus on a few words at a time to reinforce the meaning.

The core words may not have the correct word ending in correspondence with the story, but it doesn't matter – you can still model the key concept of the word.

After the story talk about which character was your favourite? Can you then find them in the book again?

Sentence Ideas to Model

1WL – (characters), me, see, What?

2WL – (character) look, I see, look me, what see

Language Functions to Model

Commenting – see, I see

Labelling – Characters

Questioning – what?

Generalisation

Consider adding the same icons to the story to reinforce learning.

Dear Zoo

Equipment

- Story book

Vocabulary

(words in italics are only available in the 28-vocabulary set)
camel, dog, fierce, frog, giraffe, grumpy, I, it, jumpy, keep, lion, me, monkey, more, naughty, not, perfect, pet, scary, send, snake, tall, turn, write, you, zoo,

What to do

Explore the story together using the vocabulary set to emphasise the key words you wish to highlight within the story.

You do not need to emphasise every word each time and may wish to focus on a few words at a time to reinforce the meaning.

The core words may not have the correct word ending in correspondence with the story, but it doesn't matter – you can still model the key concept of the word.

Choose who will 'turn' the page. Will it be 'me' or 'you'? Do you want to read 'more'?

After the story talk about which animal was your favourite? Can you then find it in the book again?

Sentence Ideas to Model

1WL – (animals), fierce, grumpy, jumpy, naughty, perfect, scary, tall

2WL – I turn, it fierce, it grumpy, it jumpy, monkey naughty, more zoo, snake scary, you turn

Language Functions to Model

Commenting – fierce, grumpy, naughty, tall

Directing – you turn

Rejecting – not, not more

Requesting – more, more zoo

Generalisation

Consider adding the same icons to the story to reinforce learning.

Play pretend zoo's and re-enact the story.

Visit a local zoo and see the animals from the story.

Oh Dear!

Equipment

- Story book

Vocabulary

(words in italics are only available in the 28-vocabulary set)
 2 eggs, 2, asked the, *asked*, *breakfast*, *Buster*,
 chicken, cow, dog, duck, *eggs*, *farm*, *get*,
Grandma, *he*, *here*, Hooray! horse, No Eggs Here!
no, oh dear!, *on*, pig, rabbit, sheep, so he went,
stay, *went*, *your*

What to do

Explore the story together using the vocabulary set to emphasise the key words you wish to highlight within the story.

You do not need to emphasise every word each time and may wish to focus on a few words at a time to reinforce the meaning.

The core words may not have the correct word ending in correspondence with the story, but it doesn't matter – you can still model the key concept of the word.

After the story talk about which animal was your favourite? Can you then find it in the book again?

Sentence Ideas to Model

1WL – (animals), hooray, Oh Dear!

2WL – asked (animals), get eggs, on farm, stay
 grandma

Language Functions to Model

Commenting –no eggs!

Interjecting – Oh dear! Hooray!

Labelling – (animals)

Generalisation

Consider adding the same icons to the story to reinforce learning.

Play pretend farm's and re-enact the story.

Visit a local farm and look at the animals.

That's not my cow!

Equipment

- Story book

Vocabulary

(words in italics are only available in the 28-vocabulary set)
bad, bumpy, cow, ears, feel, fluffy, good, hooves, horns, I, it, like, more, my, not, read, shiny, smooth, soft, tail, That, too, turn, udder, want, you

What to do

Explore the story together using the vocabulary set to emphasise the key words you wish to highlight within the story.

You do not need to emphasise every word each time and may wish to focus on a few words at a time to reinforce the meaning.

The core words may not have the correct word ending in correspondence with the story, but it doesn't matter – you can still model the key concept of the word.

Choose who will 'turn' the page. Will it be 'me' or 'you'? Do you want to 'read' 'more'?

'Feel' the pictures. Do they 'feel' 'good' or 'bad'? Which pictures do you 'like' to 'feel'? Which do you 'not'?

Sentence Ideas to Model

1WL – (animal body parts), (describing words), feel, I, like, more, not, you

2WL – feel bad, feel it, feel that, I like, I want, like it, like that, my turn, not like, read more

Language Functions to Model

Commenting – (describing words), good, bad, like it, not like

Directing – you, you turn, you feel

Requesting – more, want more, want read, my turn

Generalisation

Consider adding the same icons to the story to reinforce learning.

Make your own cow pictures using various craft materials and comment on how they feel.

That's not my hedgehog!

Equipment

- Story book

Vocabulary

(words in italics are only available in the 28-vocabulary set)
back, bad, feel, fuzzy, good, hedgehog, I, it, like, more, my, nose, not, paws, prickly, read, shiny, smooth, soft, that, tongue, too, tummy, turn, want, you

What to do

Explore the story together using the vocabulary set to emphasise the key words you wish to highlight within the story.

You do not need to emphasise every word each time and may wish to focus on a few words at a time to reinforce the meaning.

The core words may not have the correct word ending in correspondence with the story, but it doesn't matter – you can still model the key concept of the word.

Choose who will 'turn' the page. Will it be 'me' or 'you'? Do you want to 'read' 'more'?

'Feel' the pictures. Do they 'feel' 'good' or 'bad'? Which pictures do you 'like' to 'feel'? Which do you 'not'?

Sentence Ideas to Model

1WL – (animal body parts), (describing words), feel, I, like, more, not, you

2WL – feel bad, feel it, feel that, I like, I want, like it, like that, my turn, not like, read more

Language Functions to Model

Commenting – (describing words), good, bad, like it, not like

Directing – you, you turn, you feel

Requesting – more, want more, want read, my turn

Generalisation

Consider adding the same icons to the story to reinforce learning.

Make your own hedgehog pictures using various craft materials and comment on how they feel.

That's not my monkey!

Equipment

- Story book

Vocabulary

(words in italics are only available in the 28-vocabulary set)
bad, eyebrows, feel, feet, fluffy, fuzzy, good, hairy, I, it, like, monkey, my, not, read, smooth, tail, that, tongue, too, tummy, turn, velvety, want, you

What to do

Explore the story together using the vocabulary set to emphasise the key words you wish to highlight within the story.

You do not need to emphasise every word each time and may wish to focus on a few words at a time to reinforce the meaning.

The core words may not have the correct word ending in correspondence with the story, but it doesn't matter – you can still model the key concept of the word.

Choose who will 'turn' the page. Will it be 'me' or 'you'? Do you want to 'read' 'more'?

'Feel' the pictures. Do they 'feel' 'good' or 'bad'? Which pictures do you 'like' to 'feel'? Which do you 'not'?

Sentence Ideas to Model

1WL – (animal body parts), (describing words), feel, I, like, more, not, you

2WL – feel bad, feel it, feel that, I like, I want, like it, like that, my turn, not like, read more

Language Functions to Model

Commenting – (describing words), good, bad, like it, not like

Directing – you, you turn, you feel

Requesting – more, want more, want read, my turn

Generalisation

Consider adding the same icons to the story to reinforce learning.

Make your own monkey pictures using various craft materials and comment on how they feel.

We're going on a bear hunt

Equipment

- Story book

Vocabulary

(words in italics are only available in the 28-vocabulary set)
 again, back, bear, beautiful, big, catch, cave, cold, dark, day, forest, go, got, grass, hoo-woo, hunt, I, it, like, long, look, mud, my, narrow, not, on, over, river, scared, snowstorm splish splosh, squelch-squerch, stumble trip, swirling, swishy – swashy, that, thick, through, tiptoe, turn, uh-uh, under, want, we, what?

What to do

Explore the story together using the vocabulary set to emphasise the key words you wish to highlight within the story.

You do not need to emphasise every word each time and may wish to focus on a few words at a time to reinforce the meaning.

The core words may not have the correct word ending in correspondence with the story, but it doesn't matter – you can still model the key concept of the word.

Model 'turn' the page.

Comment on which you would 'like' to walk through or 'not' like to.

Sentence Ideas to Model

1WL – bear, like, look, turn, uh-uh, want,

2WL – I like, like that, not like, not want, want it

Language Functions to Model

Commenting – (describing words), like, not like

Labelling – bear, river, grass, mud

Questioning – What?

Rejecting – not, not want, not like

Requesting – want, turn, I want, want turn

Generalisation

Consider adding the same icons to the story to reinforce learning.

Recreate the bear hunt either outdoors or using sensory items inside.

Use the vocabulary to talk about your imaginary hunt.



Fun! – Session Plans

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Ball

Equipment

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

Vocabulary

(words in italics are only available in the 28-vocabulary set)
again, ball, big, catch, down, *fast*, get, I, *in*, it, kick, little, *mine*, more, *not*, *out*, *play*, *put*, roll, *slow*, *take*, *that*, *turn*, up, want, *you*,

What to do

In a group throw to ball to different people and encourage the individual to choose who they will throw to by pointing and saying 'you'. Model 'catch' as you throw the ball to the person.

Try to roll the 'ball' 'in' to tunnels or buckets. 'Take' it 'out' if it gets stuck.

Take a 'turn' to see who can 'kick' the 'ball' 'in' the goal.

Ask for help to 'get' the ball if it rolls away.

See if you can 'roll' 'fast' or 'slow'.

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

Sentence Ideas to Model

1WL – again, ball, big, catch, get, kick, little, mine, play, want

2WL – big throw, get ball, get it, I catch, kick again, play more, roll slow, that fast, want ball, you catch

Language Functions to Model

Commenting – big, slow, little, fast, that fast!

Directing – kick, you kick, get it,

Rejecting – not want, not play, not again

Requesting – ball, more, again, want ball, I want

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 get or kick the ball.

Balloon

Equipment

- Mixed balloons

Optional

- Balloon pump

Vocabulary

(words in italics are only available in the 28-vocabulary set)
again, balloon, big, black, blow, blue, brown, colour different, down, get, go, gold, green, I, it, little, make, more, my, not, orange, pink, play, pop, purple, ready, red, same, silver, stop, that, turn, up, want, yellow, you

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 'little' balloons which will stay close
- Seeing where the balloons land and deciding who will 'get' 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 to Model

1WL – again, big, blow, down, go, I, little, make, more, play, stop, up, want, you

2WL – get balloon, get it, go down, go up, like it, make big, make go, not like, not want, play again, want (colours), want more, you blow

Language Functions to Model

Commenting – big, it big, balloon big

Directing – blow, you blow, you get, get it

Rejecting – stop, stop play, want stop, not more

Requesting – more, more balloon, play again

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

Blocks

Equipment

- Blocks, Lego or similar

Vocabulary

(words in italics are only available in the 28-vocabulary set)
again, bad, big, black, block, blue, brown, circle, do, get, gold, good, green, help, house, I, it, like, little, make, more, my, not, off, on, orange, pink, purple, put, rectangle, red, silver, square, take, that, tower, triangle, turn, want, yellow, you

What to do

Use your blocks/Lego to 'make' 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 'take' blocks 'off' if the building is too 'big'.

'Make' and 'house' and talk about if the house is 'good' or 'bad' – do you 'like' it?

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 to Model

1WL – (colours), again, big, do, get, help, little, make, more, on, put

2WL – do more, like that, make again, make big, make house, make that, put on, want more, want that

Language Functions to Model

Commenting – like, like that, that good

Directing – make, you make, do it

Rejecting – not want, not do

Requesting – more, want more, do again

Generalisation

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

Bubbles

Equipment

- Bubbles
- Optional*
- Bubble machine

Vocabulary

(words in italics are only available in the 28-vocabulary set)
again, big, blow, bubbles, down, dry, get, go, goo, I, it, like, little, look, make, more, my, not, pop, that, turn, up, wand, want, wet, wipe, you

What to do

‘Blow’ bubbles encouraging the individual to ‘get’ the ‘bubbles’ and ‘pop’ them.

Take turns of who gets to blow the bubbles and who pops them. Indicate this using ‘my’ ‘turn’.

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.

‘Look’ at the bubbles as they gently float down – comment on whether you ‘like’ to watch them or ‘not’.

Indicate if yours or the individual’s hands get ‘wet’ and if needed help them to ‘dry’ them.

Sentence Ideas to Model

1WL – again! bubbles, go, like, look, more, pop!
 want

2WL – blow big, blow down, blow more, get it! go
 up, I pop! little bubble, make big, more bubbles,
 my go, my turn, want again, want more, you get

Language Functions to Model

Commenting – big, wet, big bubble, I wet

Directing – again! blow again! you blow,

Questioning – go? Bubble go?

Requesting – want, I want, want again

Generalisation

Blow bubbles when in the bath and use the same vocabulary set on a low-tech board.

Cars

Equipment

- Cars of numerous colours and sizes

Optional

- Road mat
- Play garage

Vocabulary

(words in italics are only available in the 28-vocabulary set)
again, beep beep, black, blue, brown, bus, car, crash, do, down, drive, fast, garage, go, gold, green, I, it, lorry, make, me, more, not, orange, pink, play, purple, red, road, silver, slow, stop, that, turn, up, vroom, want, yellow, you

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 ‘go’ 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 and ‘crash’ on the floor. ‘Make’ the car ‘drive’ ‘up’ or ‘down’ someone’s arm.

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, encouraging your car to ‘go’, as they race!

Choose what kind of vehicle you ‘want’ and if necessary, take a ‘turn’ with the toy.

Sentence Ideas to Model

1WL – (colours), (vehicles), beep beep, down, fast, go, in, out, play, slow, stop, up, vroom, want,

2WL – car stop, go fast, go up, I do, it crash, make go, me fast, play again, red car, want go, you go,

Language Functions to Model

Commenting – crash, it crash, like it, like car

Directing – go, make go, you do

Interjecting – vroom, beep beep!

Rejecting – not want, not play, want stop

Requesting – more, again, want, want it, play again

Generalisation

Talk about what cars are doing when out and about – comment if you can see big or small cars
 Watch films such a ‘Cars’ and talk about what the cars are doing

Colouring

Equipment

- Colouring pens or crayons
- Colouring books / plain paper

Vocabulary

(words in italics are only available in the 28-vocabulary set)
bad, black, blue, brown, crayon, different, do, felt-tip, get, gold, good, green, grey, help, I, it, like, look, make, more, my, not, off, on, orange, out, paper, picture, pink, purple, red, same, silver, take, that, want, white, yellow, you

What to do

Choose a 'picture' from the colouring book you want to colour in. Either 'do' the 'same' picture together or choose 'different' ones each.

Encourage choice making with colours – what colour does the individual 'want'?

Sabotage the pencils crayons by blunting some nibs. Choose pens with tight fitting tops that the individual will need 'help' opening. 'Take' lids 'off' and remember to put them 'on' when finished.

Comment on each other's pictures and whether you 'like' them or 'not'.

Sentence Ideas to Model

1WL – (colours), crayon, felt-tip, get, help, like, make, paper, that, want,

2WL – do same, get that, like it, like that, look that, make different, make go, my picture, want (colours), want help, want that

Language Functions to Model

Commenting – like, like (colour), look good,

Directing – do, you do, you make, make it,

Questioning – like? like it?

Requesting – want, more, want (colour), do more

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.

Dolls

Equipment

- Doll / Dolls
- Dolly clothes

Optional

- Doll accessories (pram, baby bath etc)

Vocabulary

(words in italics are only available in the 28-vocabulary set)
again, baby, bath, bed, bottle, clothes, do, drink, dummy, feel, get, happy, help, I, in, it, love, more, my, nappy, not, off, on, put, sad, take, that, want, you

What to do

Dolls are not only a great way to extend and develop pretend play skills and imagination – they are a fantastic source of lots of core words which can be modelled!

Pretend that dolly is crying and talk about what you think she needs. What can we ‘do’?

Does she ‘feel’ ‘sad’? Why could that be? Does she need a ‘love’?

Can we ‘get’ her ‘bottle’ and give her a ‘drink’? Afterwards we can give her a ‘dummy’ and see if she ‘feels’ ‘happy’.

Get baby ready for ‘bed’. ‘Take’ ‘off’ her ‘clothes’ and ‘put’ her in the ‘bath’.

Make sure you continue to model the key words as you enact the play sequence of caring for dolly.

Sentence Ideas to Model

1WL – baby, bath, drink, happy, help, love, sad, that, want

2WL – baby sad, do again, feel happy, get drink, get that, help baby, more drink, more love, nappy on, put bath, take off, want more

Language Functions to Model

Commenting – happy, sad, baby happy, love baby,

Directing – help, you help, you do, get that

Requesting – want, more, again, want more, want do

Generalisation

You can use much of the same vocabulary when pretending to care for pets.

If the individual has a baby sibling or cousin, you could use the vocabulary when talking about them.

Dress Up

Equipment

- Choice of clothing and accessories
- Masks
- Mirror

Vocabulary

(words in italics are only available in the 28-vocabulary set)
 accessories, bad, *big*, *bracelet*, clothes, *do*, dress, *get*, glasses, gloves, *go*, good, *hair accessory*, handbag, hat, I, it, *jumper*, like, *little*, look, *mask*, more, *my*, *necklace*, *not*, off, on, put, scarf, *shirt*, shoes, skirt, take, *that*, top, trousers, *t-shirt*, *turn*, want, *what?* *you*

What to do

You can work on some great vocabulary when trying on outfits or playing dressing up.

Choose clothing items. 'Put' them 'on' and 'take' them 'off'.

'Look' in the mirror and talk about the outfit combinations you create. Do they look 'good' or bad? Do you 'like' them or 'not'?

Sentence Ideas to Model

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

2WL – do it, get that, help me, look good, not like, put on, take off, want off, want that, you do

Language Functions to Model

Commenting – good, look good, like it, not like

Directing – on, put on, take off, get that

Questioning – like? Like it? you like?

Rejecting – not want, want off

Requesting – want, want that, more on

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 catalogues and magazines.

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

iPad

Equipment

- iPad or similar tablet

Vocabulary

(words in italics are only available in the 28-vocabulary set)
again, bad, different, do, down, game, go, good, help, I, it, like, look, more, music, my, not, photos, play, same, stop, story, that, turn, up, videos, want, you, YouTube videos,

What to do

Tablets are a great source of entertainment, with something to suit all tastes available at the simple tap of an app. There are loads of activities you can explore together, and a few include:-

Music – ‘play’ music, pause the songs and encourage the use of ‘go’ to restart them. Comment on the songs and if you ‘like’ them on ‘not’. Is it a ‘good’ or ‘bad’ song? Use ‘again’ to request repetitions of the same song. Turn the volume ‘up’ and ‘down’ whilst listening to songs.

Videos – ‘look’ at videos on YouTube or home-movies you may have recorded. Are the videos ‘good’ or ‘bad’? When they are finished you can either ‘play’ them ‘again’ or watch a ‘different’ video.

Games – ‘play’ games. When finished either play the ‘same’ game ‘again’ or ‘do’ a ‘different’ one. Take ‘turn’s to ‘play’.

Sentence Ideas to Model

1WL – again, different, like, more, play, same, stop, want

2WL – I want, like it, look that, my turn, not like, not want, play different, same again, that bad, that good, want more, want stop

Language Functions to Model

Choosing – same, different, want that

Commenting – good, bad, like, that good, like it

Directing – stop, stop it, you do, turn up,

Rejecting – stop, not want, want stop,

Requesting – more, again, want more, play again

Generalisation

These core words can also be used when playing PC based games.

Carry a low-tech version of this vocab when out and about in case you want to use your phone to play on whilst waiting for something.

Reading

Equipment

- Books (either a selection or one book)

Vocabulary

(words in italics are only available in the 28-vocabulary set)
again, bad, book, close, comic, different, good, help, I, it, like, look, me, more, not, open, page, read, same, stop, story, that, turn, want, what, you

What to do

Sharing a story is a great opportunity to model language, talk about events and build vocabulary.

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 individual to indicate that you need to continue with the story. Don't immediately open a selected book, rather wait to see if the individual 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 to Model

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

2WL – help me, look that, more story, open book, read again, read it, read me, same story, turn it, want different, want more, what that?

Language Functions to Model

Commenting – like, like it, not like

Directing – turn, turn it,

Questioning – what? What that?

Rejecting – stop, stop story, not want

Requesting – again, read again, want again, want more, want different

Generalisation

Use the reading vocabulary set in conjunction with the story sets to enhance the experience.

Why not pop a low-tech version of the reading vocabulary set in the book corner in class or at home?

Sand

Equipment

- Sand pit/box
- Containers
- Spades
Optional
- Decorations such as flags and shells

Vocabulary

(words in italics are only available in the 28-vocabulary set)
again, bad, *big*, bucket, *come*, dig, *do*, flag, good, I, in, *it*, like, *little*, make, more, *my*, *not*, on, *play*, pour, put, sand, sandcastle, *shell*, spade, *stop*, *that*, turn, want, *what*, you

What to do

Whilst playing in the sand model the core words as appropriate.

‘Put’ the sand ‘in’ to containers – talk about if you need to put in ‘more’ sand in the container or if it’s full and you should ‘stop’. Once full, ‘turn’ the containers over to ‘make’ sandcastles. ‘Put’ shells and flags ‘on’ the sandcastle to decorate it.

‘Dig’ a big hole and ‘put’ some treasure ‘in’ it – ‘pour’ over the sand to hide the treasure. ‘Put’ a flag where the treasure is.

‘Pour’ the sand through a funnel or wheel to ‘make’ it ‘turn’. Model ‘again’ if repeating this activity.

Take ‘turns’ to ‘play’ with the different containers and have a selection of different sized containers to choose from.

Sentence Ideas to Model

1WL – again, dig, like, make, more, play, pour, put, stop, want,

2WL – big bucket, dig more, do it, I play, make big, make it, make sandcastle, my turn, pour it, put in, want spade, you do, you play

Language Functions to Model

Commenting – good, bad, big, little, it big, like it, not like, like big

Labelling – sand, bucket, flag,

Questioning – What? What want? What do?

Rejecting – stop, not want, not do

Requesting – more, again, want it, my turn

Generalisation

This vocabulary set works with any similar kind of sensory activity such as, foam beads, beads, pasta, lentils etc.

Slinky

Equipment

- Slinky

Vocabulary

(words in italics are only available in the 28-vocabulary set)
again, different, do, down, get, go, high, I, it, look, low, make, more, my, not, put, same, slinky, stairs, stop, that, turn, up, want, what, you

What to do

Slinky's are a simple yet fun toy which can easily generate some great core vocabulary words!

'Put' the slinky 'up' the stairs. 'Make' it 'go' down the stairs and 'look' at it 'turn'.

Choose to put the slinky on a 'low' or 'high' step. Once it comes to a 'stop' choose to put it on the 'same' step or a 'different' one.

Use the 'Ready, Steady...Go!' prompt to make it go.

Sentence Ideas to Model

1WL – again, high, look, low, more, stop, want

2WL – do again, get it, go low, it stop, like it, look turn, make go, my turn, not want, put high, want do, want stop, what do? you go

Language Functions to Model

Commenting – high, it high, go low,

Directing – go, make go, you do, get it,

Questioning – What? What do?

Rejecting – stop, not want, want stop

Requesting – more, again, want it, do again, my turn

Generalisation

Try to roll a light up or glitter ball down the stairs and comment as it falls.

Soft Play

Equipment

- Soft play equipment

Vocabulary

(words in italics are only available in the 28-vocabulary set)
again, ball pool, big, come, down, *fast*, *get*, go, *help*, I, in, *it*, little, *me*, *more*, *not*, out, play, slide, *slow*, stop, swing, *that*, turn, up, you

What to do

Soft play is not only a great way to burn off some energy – it also provides a wealth of core vocabulary opportunities!

‘Go’ down the slide, ‘up’ the stairs, ‘in’ the tunnels and ‘come’ ‘out’ the other side.

If playing on a swing model ‘again’ as you push the individual. If there is a roundabout model ‘turn’, as you spin it around. Once it comes to a ‘stop’ model ‘again’ to request a repetition.

Play chase and ‘come’ ‘get’ each other. Jump ‘in’ to the ball pool and ‘play’ catch with the balls.

Model ‘help’ if needed to navigate around the soft play.

Sentence Ideas to Model

1WL – again, down, go, help, in, more, out, play, stop, turn, up

2WL – big slide, come in, down slide, get it, get me, get you, go again, go in, go up, help me, I play, make go, my turn, upstairs, want more

Language Functions to Model

Commenting – fast, slow, go fast, it big,

Directing – go, make go, you go, you do, help me, get me, come play

Rejecting – stop, not like, not want, want stop

Requesting – again, more, want play, go slide, I play, my turn, want swing, want again

Generalisation

Lots of this vocabulary will also be appropriate to use in the outside playground or park.

Spinner

Equipment

- Spinning toys
- Wind-up toys

Vocabulary

(words in italics are only available in the 28-vocabulary set)
again, big, *do*, *fast*, go, help, I, *in*, it, *it*, *like*, little, *look*, *make*, more, *my*, *not*, off, on, *out*, *slow*, spinner, stop, *that*, turn, want, *you*

What to do

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

As you set up the spinner check with the individual if you should wind it 'more' or let the toy 'go'.

Whilst the spinner is in motion catch it and make it 'stop'. Choose who will have a 'go' to 'stop' it.

Line up wind-up 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 to Model

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

2WL – go fast, I stop, look fast! make go, make stop, my turn, turn it, want that, want turn, you stop

Language Functions to Model

Commenting – fast! Go fast! Like it

Directing – go, make go, I do, you do,

Rejecting – stop, want stop, not like

Requesting – go, more, again, want go, want play, my turn,

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.

Timocco

Equipment

- Timocco

Vocabulary

(words in italics are only available in the 28-vocabulary set)
again, bad, computer, different, game, get, go, good, I, it, like, look, make, monkey, more, my, not, off, on, play, same, stop, that, that, turn, want, you

What to do

Whilst being a fantastic, fun way to develop access skills Timocco is also a wonderful opportunity to model some great core words. Within Timocco there are loads of activities you can explore together:-

Choose a 'game' to 'play'. When finished either talk about if the game was 'good' or 'bad'. Did the individual 'like' the game?

Think about if they wish to play the 'same' game 'again' or 'do' a 'different' one. Take 'turn's to 'play' and have a 'go', commenting on each other's performance.

'Look' at what the 'monkey' does within each game and talk about if you have to 'get' things within the game.

Sentence Ideas to Model

1WL – again, different, like, look, more, play, same, stop, want

2WL – I want, like it, look monkey, look that, my turn, not like, not want, play different, same again, that bad, that good, want more, want stop

Language Functions to Model

Choosing – same, different, want that

Commenting – good, bad, like, that good, like it

Directing – stop, stop it, you do, turn up,

Rejecting – stop, not want, want stop,

Requesting – more, again, want more, play again

Generalisation

These core words can also be used when playing other PC based games or softwares.

Trains

Equipment

- Trains
Optional
- Tracks
- Passengers

Vocabulary

(words in italics are only available in the 28-vocabulary set)
 again, *big, black, blue, bridge, brown, close, come, fast, go, gold, green, I, in, it, little, make, more, my, not, on, open, orange, pink, purple, put, red, silver, slow, stop, that, track, train, turn, want, yellow, you*

What to do

Train sets are super fun and are a great resource for teaching language. You need nothing other than a couple of trains (even one will do!) and with a bit of imagination you can model most of the above language.

‘Put’ the track together and then ‘put’ the train ‘on’ the track. Talk about if you need ‘more’ track on the route or not. ‘Make’ the train ‘go’ around the track. Make it go ‘fast’ and ‘slow’. Make it ‘stop’ and let passengers get ‘on’. Take turns to be the guard and tell the train to ‘go’.

Build pretend junctions and ‘open’ and ‘close’ them, indicating whether the train needs to ‘stop’.

Pretend to be a passenger waiting for the train to ‘come’.

Choose trains of differing size and colour and talk about which ones you ‘want’ to ‘go’.

Sentence Ideas to Model

1WL – (colours), close, come, go, off, on, open, stop, train, want

2WL – big train, go fast, go on, I want, make stop, more on, my go, my turn, put on, red train, train come, train stop

Language Functions to Model

Commenting – fast, train fast,

Directing – go, make go, make stop, stop train

Rejecting – not want, want stop

Requesting – want, more, again, want it, want more

Generalisation

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

Look for trains when out and about – comment on if it is a big or small train and what colour it is.

Watch programmes such as ‘Thomas and Friends’ and ‘Chuggington’ and talk about what the trains are doing

Water Play

Equipment

- Water table/tuff tray
- Containers
- Funnels / water wheels

Vocabulary

(words in italics are only available in the 28-vocabulary set)
again, big, bottle, bucket, cup, drink, dry, feel, get, I, in, it, jug, little, look, make, more, my, not, out, play, pour, put, that, want, water, wet, you

What to do

Water play is a great sensory experience – and with low tech supports there's no reason you can't model some great core vocabulary during the activity!

'Pour' the water 'in' to containers – talk about if you need to put in 'more' water in the container or if it's full and you should 'stop'. 'Put' bottles in the water to allow them to fill up – then 'pour' the water into a funnel or water wheel and 'look' as it turns.

'Make' a 'drink' and 'pour' it 'in' to cups for everyone. Ask others if they 'want' a 'drink' and when finished if they want 'more'.

Take turns to 'play' with the different containers and have a selection of different sized containers to choose from.

Sentence Ideas to Model

1WL – again, drink, get, more, pour, that, want

2WL – get dry, get that, I want, I wet, look that, make drink, make wet, pour it, put in, want more

Language Functions to Model

Commenting – wet, dry, it wet, I dry

Directing – get, get it, you get, you pour, make it,

Questioning – want more? more drink?

Rejecting – not want, not play, not you

Requesting – more, again, want, I want, want more, want drink, want play

Generalisation

Use the same vocabulary at bath time!

Yo-Yo

Equipment

- Yo-yo (various sizes or colours if possible)

Vocabulary

(words in italics are only available in the 28-vocabulary set)
 again, big, black, blue, brown, catch, do, down, fast, go, gold, green, help, I, it, little, make, more, my, not, orange, pink, play, purple, red, silver, slow, stop, string, that, turn, up, want, what? yellow, you, yo-yo,

What to do

A simple yet brilliant toy yo-yos can capture someone's interest instantly and create lots of opportunities to model some great vocabulary.

Make the yo-yo go 'up' and 'down' and then suddenly make it 'stop'. Make it 'go' again and continue to grab it to 'stop' it. Take a 'turn' each to try and 'catch' the yo-yo to 'stop' it. Indicate turns using 'my'.

If the individual tries to make the yo-yo work and is unable to model 'not' and 'go'. You can offer 'help' to make it 'go'.

If you are fortunate to have a variety of yo-yo's available, you can make choices of size or colours of yo-yo you wish to 'play' with.

Those of you who can do tricks with a yo-yo can also do 'big' or 'little' tricks on request!

Sentence Ideas to Model

1WL – (colours), again, go, help, more, play, stop, want

2WL – catch it, go fast, I do, it turn, make go, make stop, my turn, not go, stop it, want (colour), want go, want help, what do? you do

Language Functions to Model

Commenting – big, little, fast, slow, it fast,
Directing – you do, do it, make go, make stop
Questioning – What? What do?
Rejecting – not want, want stop, not play
Requesting – more, again, want, want it, do again, play more, I play, my turn,

Generalisation

Lots of these vocabulary words would also work when playing with ribbons or hula-hoops!

Games – Session Plans

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I Spy

Equipment

- Yourselfes!

Vocabulary

(words in italics are only available in the 28-vocabulary set)
 (colours), (letters), (shapes), (size), *again, colder, correct, go, guess, help, I spy, I, it, lose, more, my, no, not, play, think, turn, warmer, win, wrong, yes, you*

What to do

It's simple! Play I-spy using the vocabulary set to model key words as you use them.

Give clues based on initial letter, size, colour or shape – use 'warmer' and 'colder' if you wish to give clues.

Indicate who the winner is using 'I' and 'you' with 'win'.

Use 'again' to play another round if you fancy the challenge!

Sentence Ideas to Model

1WL – (colours), (letters), (shapes), (size), colder, correct, no, warmer, wrong, yes

2WL – I help, I win, my guess, my turn, not again, not it, play again, you guess, you lose,

Language Functions to Model

Commenting – warmer, colder, correct

Directing – you guess, you go

Questioning – you guess?

Rejecting – not play, not again

Requesting – again, play again, my turn

Responding – yes, no, correct

Generalisation

You can play this game anywhere!

Keep a low-tech board in your bag so you can play when out and about.

High Low

Equipment

- A pack of cards

Vocabulary

(words in italics are only available in the 28-vocabulary set)
again, bad, cards, go, good, guess, Higher, I, lose, lower, more, my, no, not, oh no! play, that, turn, want, win, Winner! yes, you

What to do

Decide who will 'play' and therefore 'guess'.

The other person must shuffle a pack of cards and 'turn' the first one over. The person who is going to 'play' then makes a 'guess' if the next card will be 'higher' or 'lower'. If they get it correct you continue in this manner until you reach an agreed number of correct guesses in a row (usually around 5).

'Turn' the cards and then encourage the individual to make a 'guess'. Comment on their guess – is it a 'good' one? Do you have turn 'again'.

Once the round is finished you can decide if you want to 'play' 'again'.

Sentence Ideas to Model

1WL – again, higher, lower, no, oh no! turn, Winner! yes

2WL – bad guess, I go, I play, I win, no more, not play, play again, that good, turn again, turn it, want guess, you go, you lose, you turn

Language Functions to Model

Commenting – good, bad, good guess,

Directing – turn it, you go,

Interjecting – Winner! Oh no!

Rejecting – not again, no more

Requesting – again, play again, my turn

Responding – yes, no,

Generalisation

You can play this with any selection of numbered items – even a simple dice!

Line 4

Equipment

- 4 in a row game

Vocabulary

(words in italics are only available in the 28-vocabulary set)
again, bad, colour, drop, good, help, I want, I win!, I, in, it, left, lose, more, my, no, not, Play again, play, put, red, right, stop, turn, want, Well done, win, yellow, yes, you

What to do

Simply play the classic four in a row game and use the vocabulary set to model key words as you use them throughout the activity.

Choose who will be 'red' and who will be 'yellow'.

Take a 'turn' to place a piece in the game. If the individual requires assistance, they can direct someone to place their piece. Should it go 'right' or 'left'? When should they 'drop' it?

Whoever is the first to get 4 in a line will 'win'.

Sentence Ideas to Model

1WL – again, drop, I win! left, more, play, red, right, well done, yellow

2WL – drop it, I good, my bad, my turn, put in, want play, want red, you lose,

Language Functions to Model

Commenting – good, bad, it good,

Directing – right, left, drop it, you help, put in

Rejecting – not want, not play, no more,

Requesting – again, want yellow, want play, my turn

Generalisation

If possible, take it in turns to direct each other to place the pieces.

Rock, Paper, Scissors

Equipment

- yourselves!

Vocabulary

(words in italics are only available in the 28-vocabulary set)

1 2 3, again, *bad, do, good*, I win! I, *like, lose, more, no, not*, oh no! play, *ready*, rock, paper, scissors, stop, *turn, wait*, want, win, yes, you

What to do

Here we are just playing the simple rock, paper, scissors game. On a count of 3 select either rock, paper or scissors.

To adapt this game for use with AAC the individual can make their choice using their vocabulary – if two individuals are both using AAC they both select their choice on their vocabulary at the same time.

Otherwise if only one person is using AAC the other can select a card which has either a rock, paper or scissors on it, prior to the individual indicating their choice. When the individual using AAC makes their choice the opponent shows their card at the same time revealing their choice.

Remember! Paper covers rock, rock breaks scissors, scissors cut paper!!

Sentence Ideas to Model

1WL – again, lose, more, paper, ready, rock, scissors, stop, turn, wait

2WL – I do, I win, no more, not again, play again, you lose, you ready, you wait

Language Functions to Model

Commenting – bad, good,

Directing – wait, you do, you turn,

Interjecting – Oh no!

Questioning – ready? You ready?

Rejecting – stop, no more, not play, not again

Requesting – again, more, play again, want more

Generalisation

Mix it up and invent your own version of rock, paper, scissors!

Simon Says

Equipment

- Yourself

Vocabulary

(words in italics are only available in the 28-vocabulary set)
again, bad, dance around, different, do, good, I, it, jump up and down, like, listen, look confused, look, more, no, not, OK one more go, pull a funny face, ready, same, stamp your feet, that, use my device, want, yes, you,

What to do

As you move through the vocabulary set you will be shown a series of instructions for Simon Says.

Encourage the individual to choose who will be playing and then support them to direct the person to follow their instructions.

Make sure to comment on their performance as they follow the commands – are they ‘good’ or ‘bad’. Should we stay on the ‘same’ instruction and ‘do’ it ‘again’? Or does the individual ‘want’ to ‘do’ a ‘different’ instruction?

Sentence Ideas to Model

1WL – again, bad, good, listen, more, ready

2WL – do again, do more, I like, like that, same again, that bad, that good, want more, you do, you listen

Language Functions to Model

Commenting – good, bad, that good, you bad

Directing – (instructions), listen, do again, do it, do more

Questioning – Ready? You listen?

Rejecting – not that, no more, not want

Requesting – more, again, want more, play again

Generalisation

Create your own actions using the actions vocabulary set!

Snakes & Ladders

Equipment

- Snakes and ladders game

Vocabulary

(words in italics are only available in the 28-vocabulary set)
again, beat me, big, counter, down, go, I win! I, it, ladder, little, lose, more, move my piece, move, my, not, play again, play, snake, that, turn, up, want, win, you

What to do

Board games in general 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! Snakes and Ladders is a great place to start and it has some brilliant opportunities to model some great vocabulary.

Model language as you take a 'turn' to roll the dice (which you can do within the vocabulary), tell people when it's their 'turn' to 'go' and if needed ask someone to 'move' your 'counter'.

Go 'up' the ladders to 'move' up the board quickly but watch out! If you land on a snake you have to 'go' all the way 'down' it! Some snakes and ladders will be 'big' and some 'little'!

Sentence Ideas to Model

1WL – again, big, down, go, ladder, little, snake, up

2WL – big snake, down snake, I win, move it, my counter, my turn, not again, play again, up ladder, you go, you lose

Language Functions to Model

Commenting – big, little, it big,

Directing – you go, go up, go down,

Questioning – you go?

Rejecting – no more, not want, not play

Requesting – again, more, want play, play again, my turn

Generalisation

Games such as Candyland have a similar premise and the vocabulary could be adapted for this game.

Snap

Equipment

- Cards (snap cards are ideal but normal playing cards will be OK)

Vocabulary

(words in italics are only available in the 28-vocabulary set)
 (cry sound), (laugh sound), *again, bad, cards, go, good, help, I, it, lose, more, my, not, play, snap, that, turn, want, win, you*

What to do

Split the deck of cards between each player. One player will 'turn' a card over. If both players cards match shout 'Snap!'. Whoever shouts it first will 'win' the 'cards'. The winner is the person who has all the cards.

Model the above core language throughout the game, indicate if 'help' is needed with the cards and prompt players to take their 'turn'.

After the game has finished you can 'play' 'again'. Comment on the other players performance using words such as 'good' and 'bad'.

Sentence Ideas to Model

1WL – again, bad, go, good, help, snap, turn, want, win

2WL – good go, I win, my go, my turn, play again, want play, want turn, want win, you go, you lose

Language Functions to Model

Commenting – good, bad, that good,

Questioning – you go?

Rejecting – no more, not want, not play

Requesting – again, more, want play, play again, my turn

Generalisation

You can play snap with any set of picture cards which will have pairs within it.

You can use the same vocabulary words within a matching pairs game.

Twister

Equipment

- Twister game

Vocabulary

(words in italics are only available in the 28-vocabulary set)
again, bad, blue, do, foot, good, green, hand, I, in the air, in, it, left, lose, not, out, put, ready, red, right, spin, spinner's choice, Who's next, win, winner, yellow, you, you're out

What to do

In this game the individual learning the vocabulary will control the spinner. Either independently or with support from another spin wheel. Use the vocabulary to give the instructions on which body part to place on which colour.

Comment on how the players are doing including if they fall and are therefore 'out'!

Make sure players 'do' it properly when it's their turn and tell them if they do 'not' 'do' it.

Sentence Ideas to Model

1WL – (body part), (colour), good, left, out, right, winner

2WL – do it, put it, who's next? you bad, you do, you good, you out, you ready? you win

Language Functions to Model

Commenting – good, bad, you good, you bad

Directing – do it, put it, do again

Interjecting – Winner!

Questioning – ready? You ready? You do?

Rejecting – not, not again

Requesting – again, do again

Generalisation

You can adapt some of this vocabulary to play games such as hopscotch in the playground.

Uno

Equipment

- Uno Cards

Vocabulary

(words in italics are only available in the 28-vocabulary set)
again, blue, cards, down, game, green, ha ha ha, I, it, lose, more, my, not, oh no! pick, play, put, red, turn, up, who? win, yellow, you

What to do

Follow the game instructions to play Uno.

Using the vocabulary model alongside speech as you 'play'. Prompt players to 'pick' a card when they can 'not' 'play'. Ask 'Who' is next. Indicate when it is your 'turn'.

Use the colours vocabulary to choose a colour to 'play' when appropriate based on the card you 'put' 'down'.

Sentence Ideas to Model

1WL – (colours), again, more, play, put, Uno! who?

2WL – I not, my turn, not again, not more, pick up, play again, you lose, you play

Language Functions to Model

Directing – pick up, put down, not play,

Interjecting – Oh no! Ha ha ha

Questioning – Who? Who turn?

Rejecting – not, not play, not again

Requesting – again, play again, my turn,

Generalisation

Many other card games will employ similar rules and so the vocabulary can be adapted to suit them.



Other Vocabulary Pages

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My Pictures

Categories

My pictures, my family, my friends, my adventures, my things

Vocabulary

(words in italics are only available in the 28-vocabulary set)

bad, good, I, like, look, more, not, want, you,

What to do

Following the on-screen prompts, load in photos and pictures which are motivating for the individual.

Explore the scenes one at a time.

Use the surrounding vocabulary to comment on the picture and give opinion on it.

Sentence Ideas to Model

1WL – bad, good, look, more

2WL – I like, you look, you like? look more, want more, want look, not like, not want, not more

Language Functions to Model

Commenting – good, bad, like, I like

Questioning – You like? You want?

Requesting – more, want, look more, want more,

Rejecting – not want, not more

Generalisation

You can use the same core words to talk about other pictures you may look at either in photo albums, on the internet or in magazines.

Songs

Songs

5 Little Ducks

If you're happy and you know it

Old MacDonald

Wheels on the Bus

Twinkle Twinkle

What to do

The songs vocabulary sets have been designed to focus on the main content words wherever possible. Within the 28-Vocabulary set some core words will also be included where possible to enable language to be modelled when taking a 'turn', having a 'go' at the actions or deciding who will 'do' them.

Simply model the words you choose to emphasise as they appear in the song – you don't not need to model all of the words within each song – they are simply there to provide with the option should you so wish to model them.

School

School topics

Art
Circle Time
Geography
History
Maths
P.E.
Reading
Rebound
Science
Sensory Room
Writing

What to do

The pages designed for school have been arranged to include key core words and concepts which should be applicable to the relevant vocabulary size.

The pages in the 15 location have been designed to reflect the p-scale attainments of P4 as part of the national curriculum and the pages in the 28 location have been designed to reflect attainments at P5.

Topic specific vocabulary has been avoided intentionally – instead it would be expected that you may wish to add some topic specific vocabulary as topics and activities changed each term. Each page can be easily customised – the high-tech version can be simply edited, and the low-tech version can be adapted by either sticking on simple images or hand drawing basic icons.

Core Words & Topics

Words Categories

Actions
Core
Describe
People
Position
Questions
Yes / No

Topics Categories

Animals
Body
Clothes
Colours
Letters
Money Euro
Money UK
Names
Numbers
Shapes
Vehicles

What to do

The words and topics pages are a collection of all the vocabulary words used within play and explore. Rather than be arranged by topic they have simply been arranged by word type.

You can use this if wanted to teach specific vocabulary types, perhaps within targeted language activities.

Pages such as the names page can be easily customised – the high-tech version can be simply edited, and the low-tech version can be adapted by either sticking on simple images or hand drawing basic icons.

Phrases

Phrase sets

I want
I feel
I want go
I don't
I like
I want help
About me
Medical needs
Add your own

How to use them

The phrases pages within the vocabulary are designed to provide quick communication supports for individuals who are still in the early stages of vocabulary development and learning.

You may feel that at this stage they are not appropriate – they are not compulsory to be used and should rather be viewed as an optional, simple support tool if needed.

They can be easily customised – the high-tech version can be simply edited, and the low-tech version can be adapted by either sticking on simple images or hand drawing basic icons.

Goal Tracker

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Using the Goal Tracker

Play and Explore has been designed to work with the AAC Language Lab to provide a comprehensive package of support.

With this in mind, we have tried to align the expected goals of Play and Explore alongside the 6 language stages identified by the AAC Language Lab.

It is felt that the Play and Explore vocabulary sets enable individuals to achieve the expected 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.

It would be anticipated that as an individual began to achieve many of the outcomes of stage 2 that consideration would begin towards transitioning over to a standalone vocabulary system. We would not anticipate that an individual would have to fully established all the outcomes within either Stage 2 before doing this.

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 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	Within familiar play activities or everyday routines, the individual may be able to					

			<p>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>				
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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.

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 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 can 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' appropriately	The individual can use 'mine' 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 can use words such a 'big' and 'little' to appropriately describe items.					
2.09	To use adjectives (describing words) to indicate temperature	The individual can 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 can 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 can 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 can 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 can 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 can use sentences such as: Mummy hat My coat Teddy ball					
2.15	To spontaneously use sentences which contain the question word what (i.e. what eat?)	Without prompts, in structured activities, daily routines and play, the individual can 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 can 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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Progress Charts and Certificates

Celebrate each small goal with a one of our fun progress charts! Designed to reflect the number of goals within each stage you can mark of each time a goal is achieved – or adapt them and use them how you wish!

You can decide how many stars equals a reward!

If you achieve all of the goals and/or decide to move onto a full vocabulary you can mark the occasion with a certificate – why not present this to the child you are supporting in a well-done assembly or class celebration? Simply email us at training@liberator.co.uk and we will provide you with one.



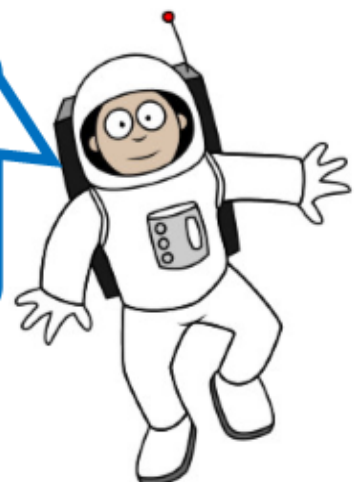


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is a superstar!



Wow! You are
brilliant!

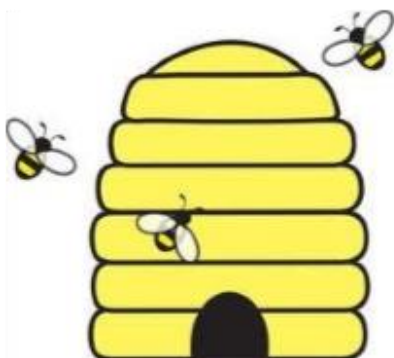
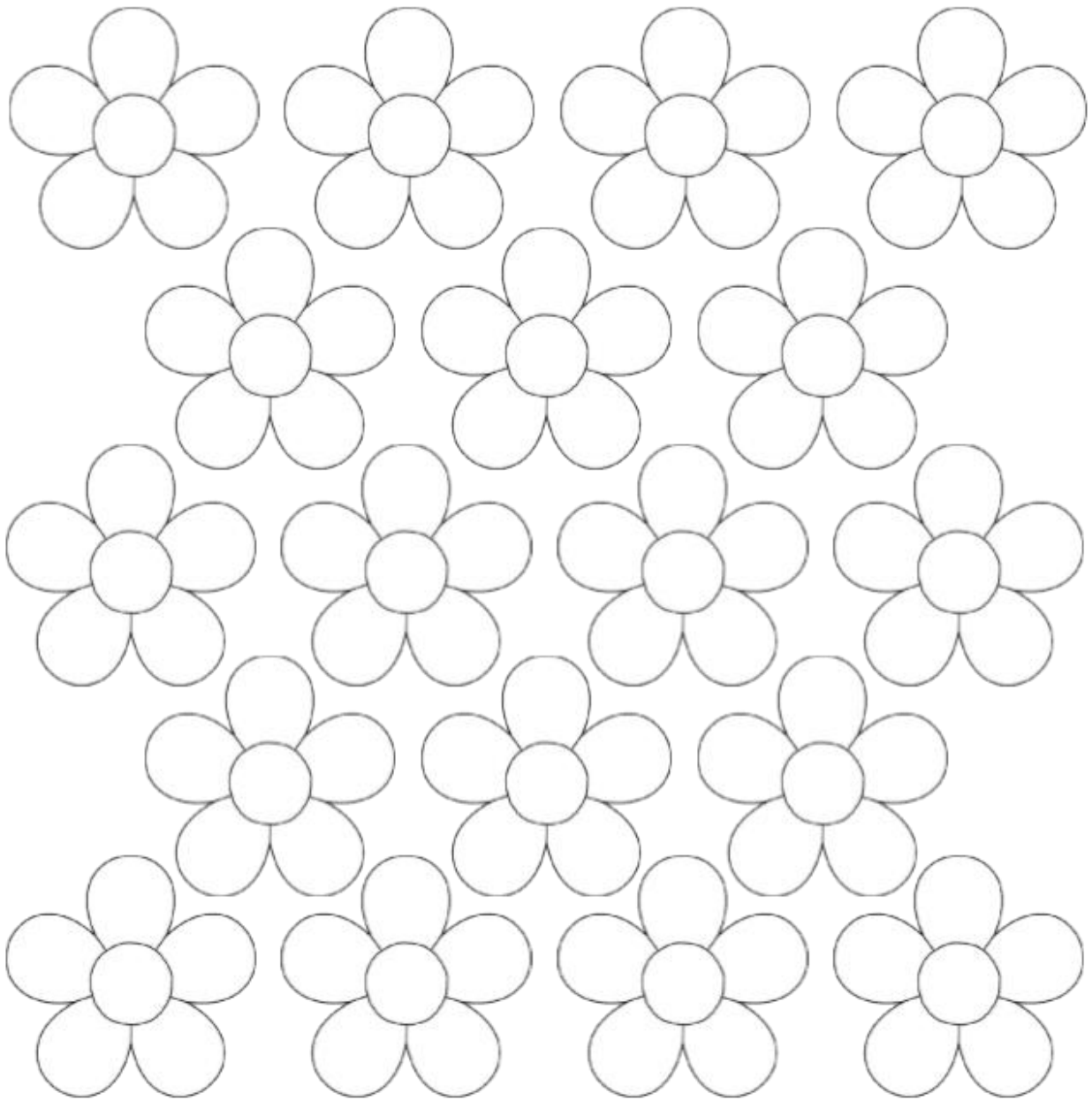






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is working really hard!



Wow! You are
brilliant!



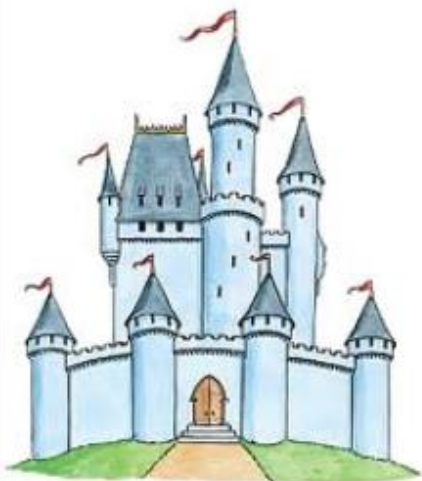
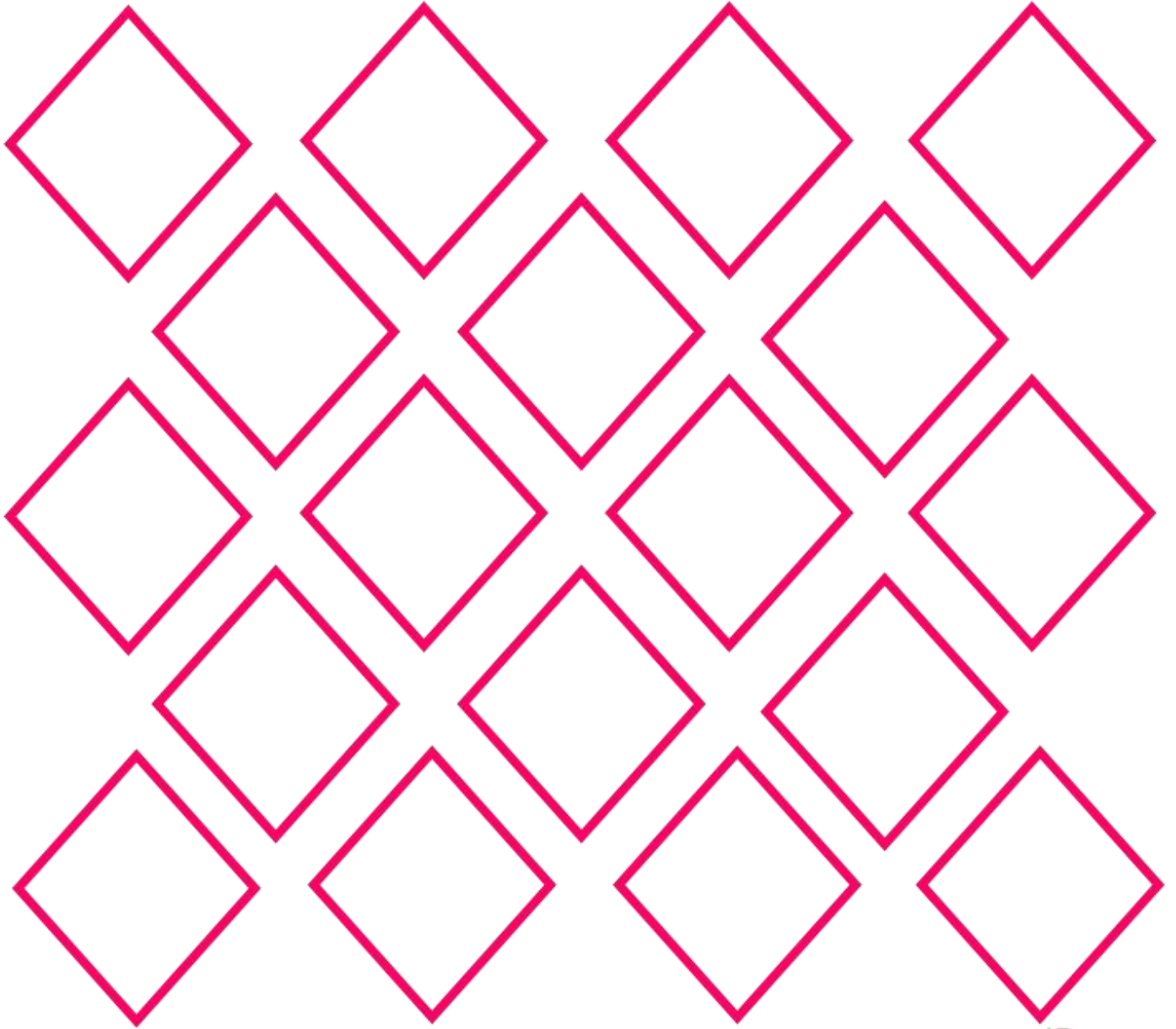




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is a superstar!



Well done!
You are
doing great!



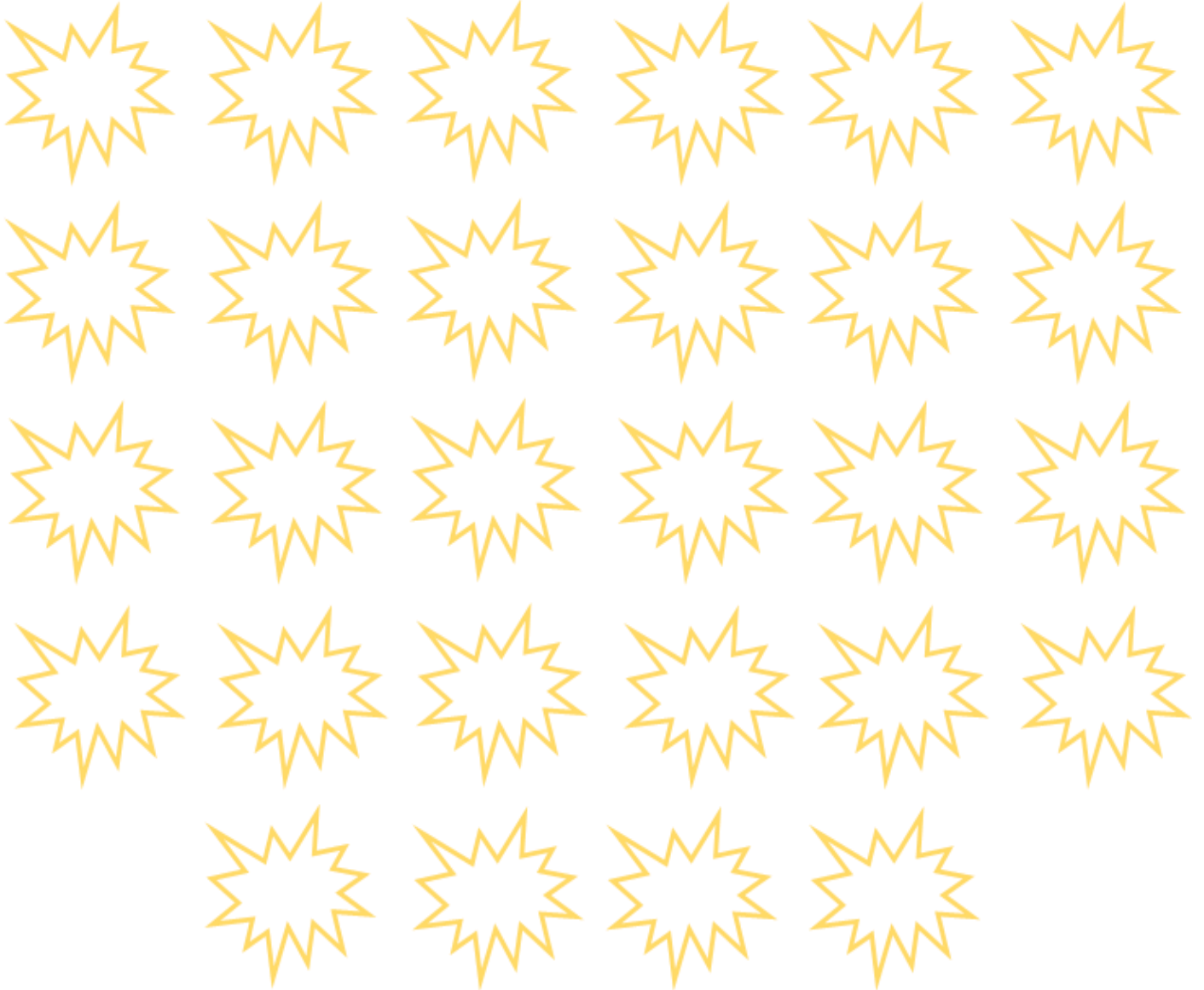




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is working really hard!



Wow! You are
a superhero!







.....

is doing magical work!



Wow! You are
magical!





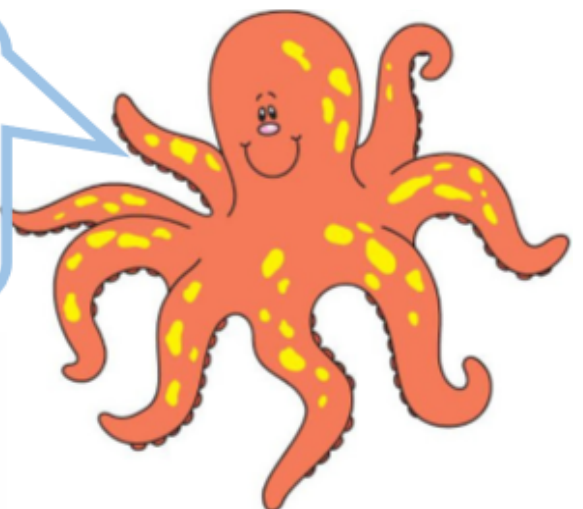


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is doing super work!



Wow! You are
brilliant!





References

Choosing Vocabulary Activity First

Liberator Ltd. www.liberator.co.uk/resources/handouts-and-presentations

Teaching Core Words Across the Day

Liberator Ltd. www.liberator.co.uk/resources/handouts-and-presentations

<http://depts.washington.edu/augcomm/index.htm>

www.aaclanguagelab.co.uk

