



Make AAC Magic!

2025 | AAC Literacy Planner

2025 AAC Literacy Planner – Make AAC Magic!

Make MAGIC with your learners who use augmentative and alternative communication (AAC)! In this year's AAC Literacy Planner, you'll find monthly lessons based on books about people and how they communicate. Use the resources and activities to teach, model, and creatively experience the wonder of words and communication!

Words open your world. They let you share ideas, thoughts, and feelings. Through words, you can have an impact on others. Communication allows you to reveal a part of yourself with others. Your personality shines through when you tell jokes, laugh, share a memory, or talk about hobbies, activities, and places. When you communicate, you connect. Something magical happens when you find commonalities with others; even if it is as simple as liking the same music, sharing a snack, watching a movie together, or taking in an experience at the same time.

Just as there are many ways to communicate, there are also many reasons. You'll read about characters who use AAC, including a lite-tech book and a speech-generating device/app, while others communicate through drawing and actions. You'll learn along with characters who move beyond language barriers to connect with others. There are also stories that highlight how words help people accept responsibility, stand up for others, and promote self-esteem. It's going to be a powerful year to make communication MAGIC!

Introduction

02 Getting Started

05 Book List

Monthly Lesson Plans

08 - 30

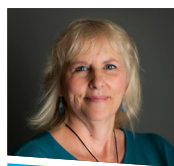
Resource Pages

31 Plan Your Next Book

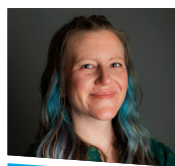
32 Our Consultants and Online Resources

34 Lite-tech Boards

Your AAC Literacy Planner Development Team



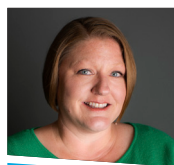
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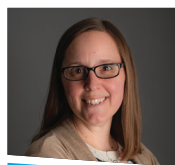
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Looking to the future of AAC, we asked graduate students in speech-language pathology programs around the country what excites them about AAC. Read their answers each month for inspiration.

Get Ready to Make AAC MAGIC

Model language – Use words on the speech-generating device (SGD) or lite-tech board as you talk with your AAC learner to model how they can be used in everyday conversation.

Accept all forms of communication – Your AAC learner likely uses different forms of communication, which could include sign language, gestures, body language, facial expressions, sounds, words, pointing or looking at items/places/people, and/or an SGD. Acknowledge all forms of communication your AAC learner uses to share information with you.

Give time to respond – AAC communicators need time to think about what they have heard and what their response will be. Then, they need time to consider how to form their response, including where the word they want to say is in their vocabulary and how to get to it. It may require more time if they have sensory issues or use a more complicated access method, such as eye tracking, switch scanning, or a joystick. Make sure to give at least 10 seconds for your AAC communicator to respond before you talk again.

Invite interaction – Model key words on their AAC system but don't require your AAC learners to repeat exactly what you have said. Ask an open-ended question, such as "What do you think?" and let the magic happen.

Connect to conversation – Your AAC communicator may not say what you expect. Or their words may not seem to relate to the current topic. That's OK! Find a way to connect what you hear to your conversation. If that's not possible, find a way to make a connection to your AAC communicator's words. For example, if you hear the word "hamburger" when you are reading a book about cars, you could say something like "you said 'hamburger,' I wonder if you are thinking about lunch?" Or "you said 'hamburger,' maybe the person driving this truck is going to get a hamburger."



What's in the Planner?

Everything you need to provide emergent literacy opportunities for your AAC learners:

- A set of beginning target words to teach and model
- Suggested learning objectives to customize for your AAC learners' needs
- Extension activities that support shared reading, emergent writing, alphabet/phonological awareness, and communication along with supply lists
- Numerous resources to download, including online versions of books for older, emergent learners written specifically with the monthly targeted vocabulary on Monarch Reader
- The **M** throughout the lesson plans shares tips for modeling words and phrases

Thank you to **Joyful Cafe** and **Acres of Fun** in Wooster, OH for welcoming us to their businesses and helping us create a fun day for our AAC communicators! To learn more about these great organizations located in the same town PRC-Salttillo calls home, visit joyfulcafe.org and acresoffun.com.

Getting the Most from the Extension Activities

Make AAC magic with these fun, engaging ways to model and practice target words while working on skill development.

Shared Reading: Shared reading is an interactive process when you read *with* your AAC learner, not just to your AAC learner. For emergent learners, shared reading provides the opportunity to learn about reading. Skills like knowing how to hold a book, how to turn pages from right to left, and that you read from left to right. This social activity invites your AAC learner to use words in the AAC system to talk about what they are reading.

Here are two research-based methods you can use with your AAC learners.



For AAC learners in the early stages of learning to communicate and enjoy books, you can use the CAR strategy.

- **Comment:** Make a comment about pictures on the page
- **Ask:** Ask a question related to the story and then pause
- **Respond:** Respond to whatever your AAC user says by making a connection to the story



When your AAC learner begins to make comments while reading, you can put the CROWD in the CAR by asking different types of questions to encourage language development.

- **Completion:** As you read, pause and leave space for your AAC learner to say a word on their AAC system to fill in the blank; works well for stories with predictable, repeated lines
- **Recall:** Ask your AAC learner questions about what you just read on that page
- **Open-ended questions:** Use question forms that don't require a specific answer, like "what do you see here?" or "what do you think he will do next?"
- **Wh questions:** These questions usually focus on images in the book, "what is she doing?" or "where is she going?"
- **Distance:** Make connections that help your AAC learner relate to the content on a personal level, like "what is your favorite food?" or "where would you like to go on a trip?"



Alphabet/Phonological Awareness: Alphabet and phonological awareness (sounds in words) lay the groundwork for reading and spelling. Offer these activities daily to provide repeated opportunities to recognize letters by name, sound, shape, as well as how to produce them. It's important for AAC learners to play with sounds, hear rhyming words, notice words with the same beginning sound, and identify how many syllables of a word they hear. Call attention to letters and sounds throughout the day.



Act-It-Out: Practice target words as well as different reasons to communicate by acting out simple or creative scenes. After you've read the story several times and completed extension activities, help your AAC actors act it out. Choose a scene from the story (this could be one page with some dialogue between at least two characters).

- Use the character trait map writing activity to complete a study of each character
- Create a simple script of words or phrases for each character to reenact the chosen scene
- Hold auditions or vote/assign students to characters; add props and costumes for even more fun, then practice together
- Perform the scenes for others; hold a "One-Scene" show and invite others to watch; record it and share with others



Motor Activity: Motor activities reinforce target words and increase alphabet and phonological awareness. You'll find gross motor activities of large muscle movements, fine motor activities of smaller and more refined movements used to create a craft, or both. Many activities have a sensory component. Be creative as you consider ways to include your students with complex bodies in these lessons.

CAR strategy by Notari-Syverson, et al., 1999,
CROWD strategy, Whitehall, et al., 1988



Work with older emergent learners? You'll find a one-page resource with ideas designed for pre-teens, teens, and young adults with simple ideas on our website.

www.liberator.co.uk/2025-literacy-planner



Writing: Emergent writing activities offer your emergent AAC literacy learners the opportunity to experience the writing process. You'll find suggestions to excite the poets and authors in your AAC learners.

Shared writing involves student and instructor collaboration and classmates to create texts. Your AAC author can recall words on a speech-generating device or lite-tech board that may be written in the line of text by an adult or through computer integration with the device or app. Seeing their spoken words in written form supports literacy. Examples include character trait map, Venn diagram, story map, and sentence frame.

Independent writing requires that your AAC learner has a way to write with all letters of the alphabet. This may mean access to an alternative pencil if they have difficulty using a traditional pencil. Alternative pencils include magnetic alphabet letters, letter stamps, lite-tech boards that show all the letters in varying arrangements, as well as the keyboard of a computer, tablet, app, or speech-generating device.

Use your speech-generating device to write. Guide your AAC writer to use their device to enter text in a document on the computer. Follow the QR code to device-specific resources to get you started.



Accent® with Empower®



Accent with NuVoice®



NovaChat®



Via®

Options for completing writing projects:

- Add images to a Google Doc™, open the Voice Typing Option in the document, and let your student say the words on their AAC system to be transcribed directly into the document
- Take a photo of the speech-generating device message bar with the words the student has said; print the photo and attach the printed picture of the selected image that was the subject of the writing activity
- Someone writes the words selected by the AAC user on a document that also has the image

Book List with Target Words

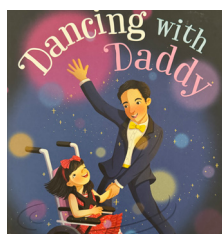


My Magical Words

Becky Cummings and
Zuzana Svobodova

January Target Words

I/you, am/are, beautiful, healthy,
magic, proud, smart, special, strong

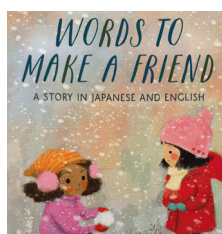


Dancing with Daddy

Anita Rowe Schulte and
Ziyui Chen

February Target Words

they, dance, go, excited, worried,
dad/daddy, dress, fun



Words to Make a Friend

Donna Jo Napoli and
Naoko Stoop

March Target Words

look(ing), play(ing), cold, build(ing),
they, snow, snowman, friends



Drawn Together

Minh Le and
Dan Santat

April Target Words

he, not, understand/understood,
draw/drew, grandpa, happy, picture

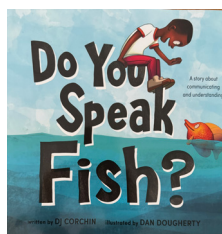


Telephone

Mac Barnett and
Jen Corace

May Target Words

they, come, right, not, what,
tell/told, birds

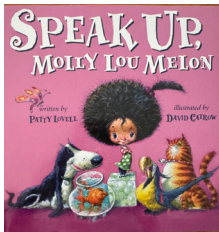


Do You Speak Fish?

DJ Corchin and
Dan Dougherty

June Target Words

hello, boy, said, not, understand,
yell, fish, idea



Speak Up, Molly Lou Melon

Patty Lovell and
David Catrow

July Target Words

she, different, help, speak, up,
mean, kind, friend(s)

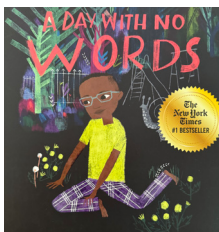


Danbi Leads the School Parade

Anna Kim

August Target Words

she, try/trying, new, not, know,
children, school

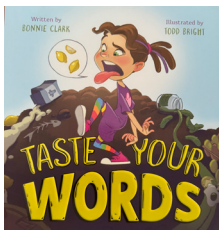


A Day with No Words

Tiffany Hammond and
Kate Cosgrove

September Target Words

he, go/goes/like(s), sound(s), talk(s),
mom, words

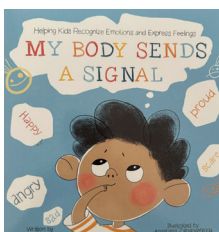


Taste Your Words

Bonnie Clark and
Todd Bright

October Target Words

she, you, again, bad, delicious, love,
taste, how



My Body Sends a Signal

Natalia Maguine and
Anastasia Zababashkina

November Target Words

my, body, tell/tells, hungry, angry,
scared, sad, safe, happy, proud



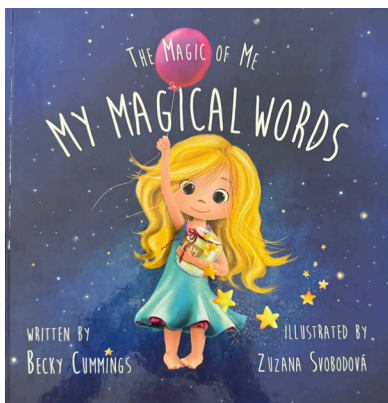
Masterpiece

Alexandra Hoffman and
Beatriz Mello

December Target Words

he/his, blue, draw/drawing/drew,
like, turn, picture

JANUARY



My Magical Words

Becky Cummings and
Zuzana Svobodova

Storytime

- Build background knowledge; talk about the book's cover, title, and author
- Invite your reader to predict what the story will be about by making comments connected to the cover picture and title

This book is called "My Magical Words." I see a girl on the cover. She is holding a balloon and a jar. It looks like stars are flying out of the jar. I wonder what this story will be about.

- Take a picture walk by looking briefly through a few pages and pointing out pictures that may represent new concepts for your reader
- Read the text in the story; follow the CAR strategy or put the CROWD in the CAR



M Words are like **MAGIC**. Be **PROUD** of the things you can do. I can do lots of things. **YOU** can do lots of things. You are **SMART**. **I AM** good at lots of things. **YOU ARE** good at lots of things. **I AM PROUD** of things that make me **SPECIAL**. I hope **YOU ARE PROUD** too.

Summary

Children learn about confidence and self-love by using positive statements about themselves.

Core Words

I/you, am/are, beautiful, healthy, proud, smart, special, strong

Fringe Words

magic

Objectives

1. Students will comment using one-to-three-word combinations on their AAC systems a minimum of three times during a shared reading activity
2. Students will complete the sentence frame "I am" with at least two different adjectives from the AAC systems to describe themselves
3. Students will write a list poem to describe their special traits by recalling five to eight words on their AAC systems

Materials

Art supplies, construction paper, aluminum foil, glue craft stick/paint stir stick, I Am Magical slide download

Bonus Skill

Teach additional words to describe feelings, such as worried, sad, and excited



In this first acting activity, students select words on their AAC system to tell others what they do to show they are kind. Encourage them to act out a scene giving and receiving a compliment.



I Am Magical List Poem

- Download the I Am Magical PowerPoint slide
- Add a photo of your AAC poet to the slide
- Encourage your AAC poet to say five to eight words that describe himself; either the communication partner adds the words to the slide or your AAC poet uses her speech-generating device and a computer integration feature to add them
- Your AAC poet provides input into the color of the font and the placement of the text on the slide
- When the poem is complete, save the file as an image and print
- Read the poem for others and post



Mirrors

Make a handheld mirror with students. Provide colored construction paper in an oval shape. Cut out a smaller oval shape in aluminum foil and glue to the construction paper. Add a large craft stick or paint stirring stick for the handle. Invite students to use craft supplies to decorate their mirrors. Once dry, encourage students to look in their mirrors and say an "I am" statement using their AAC system.



The word "am" repeats throughout the story. Point to the word and talk about the letter "a" in the

word. During repeat readings, look for other words that begin with the short "a" sound on each page. Find classmates and teachers with names that begin with the "a" sound.



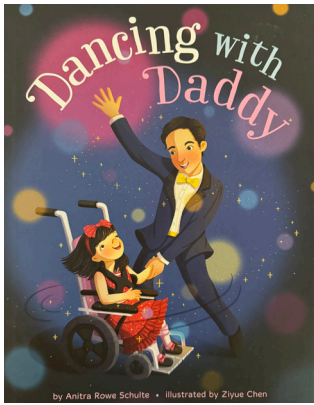
"What I find exciting about AAC is how the advancement in technology has created many different modalities for people with complex communication needs (CCN) to allow them the opportunity to communicate and participate in daily activities."

Ashley M.
Speech-Language Pathology
Graduate Student

Scan to download monthly smart charts and activity-based handouts.



FEBRUARY



Dancing with Daddy

Anita Rowe Schulte and
Ziyui Chen

Storytime

- Build background knowledge; talk about the book's cover, title, and author
- Invite your reader to predict what the story will be about by making comments connected to the cover picture and title

This book is called "Dancing with Daddy." There is a girl on the cover. She is sitting in a wheelchair. Who do you think that man is? They look like they are dancing. What do you think will happen in this story?

- Take a picture walk by looking briefly through a few pages and pointing out pictures that may represent new concepts for your reader
- Read the text in the story; follow the CAR strategy or put the CROWD in the CAR



M Elsie is shopping for a special **DRESS**. I wonder where she wants to **GO**? Her sisters like her **DRESS**. **THEY** are excited too. Elsie is **WORRIED**. Do you think she will get to dance with **DADDY**? Elsie is shopping for a special **DRESS** for the **DANCE**. Her sisters **WANT** to **GO** to the **DANCE** too. **THEY** might not get to **GO**. Mom tells her **SHE** will **GO** to the **DANCE**. Elsie is **EXCITED** to **DANCE** with **DADDY**.

Summary

A young girl is excited to attend her first dance with her daddy. There's a bad storm coming. Will they get to go?

Core Words

they, she, dance, go, excited, worried

Fringe Words

dad/daddy, dress

Objectives

1. Students will use one-to-three-word combinations on their AAC systems to make comments about the actions of others
2. Students will use one-to-three-word combinations on their AAC systems to create a story map
3. Students will segment two- and three-syllable words by nodding/clapping/tapping out each syllable when words are spoken aloud (i.e.: Dad-dy, dancing, Ros-a-lie) when provided models

Materials

Art supplies, lite-tech communication boards

Bonus Skill

Model the linking verb "is" in phrases (SHE IS WORRIED, SHE IS EXCITED)



Select a couple of scenes from the book for your students to act out. Hold auditions or ask for volunteers to play the characters. Adapt words in the book to make simple phrases that each AAC actor can say as their character. This could be completed by the instructor or as another writing activity for the group. **Option:** Have a narrator read the lines, pausing at the target words that the AAC user will say. See sample script below to get started.

Mom: "What **DRESS**?" (holds up two dresses) | **Elsie:** (Points at/grabs/looks at one of the dresses)
Daphne: "Dad/Daddy will love it." | **Rosalie:** I am **EXCITED** to **GO** to the **DANCE!**" | **Daddy:** "Let's **GO!**"
Elsie: "I am Excited. **DANCE** with me."



Party Invitation

Complete a group shared writing project by creating an invitation to a dance party. Brainstorm with the group what information to include in the invitation. Write a list of location, date/time, who the party is for, what to bring, if there is a theme, and so on). After your list is ready, open a document or slide and write sentence frames for the content that students will complete with short phrases. Once the text has been created, add images, print, and send it to your guests.

Even More Fun: Try out a lite-tech communication board like Elsie uses. Provide all students and staff with a lite-tech board and spend some time using these to talk to each other. Download free communication boards from our website.



Dance Party

Schedule a dance party for your class. Invite another class or friend group to join you. Plan the music, refreshments, and music. Embed natural writing activities by making invitations, putting together a list of food and drinks, and creating a playlist for songs.



Before re-reading the story, discuss the idea that words are made up of different sounds and parts.

Talk about syllables in words.

Describe these as different parts of a word. "Dancing" and "Daddy" both have two parts. Have students clap, tap, or nod two times to represent the syllables of these words.

Write a list of the characters. Say the names out loud. Ask students to clap, tap, or nod as they count the parts of the words.



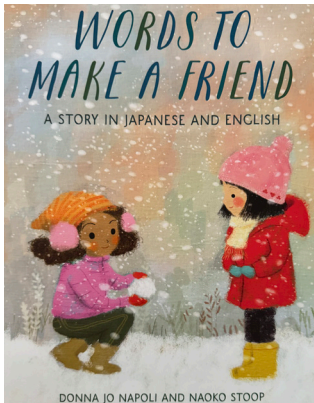
"What I find most interesting is that it gives those who have thoughts and feelings but struggle to form the words an outlet in which to communicate to others. AAC gives individuals hope that they can interact and be a part of the world just as much as everyone else can."

Bella C.
Speech-Language Pathology
Graduate Student

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MARCH



Words to Make a Friend

Donna Jo Napoli and Naoko Stoop

Storytime

- Build background knowledge; talk about the book's cover, title, and author
- Invite your reader to predict what the story will be about by making comments connected to the cover picture and title

This book is called "Words to Make a Friend." I see two girls on the cover. What are they doing? It looks like they are playing in the snow.

- Take a picture walk by looking briefly through a few pages and pointing out pictures that may represent new concepts for your reader
- Read the text in the story; follow the CAR strategy or put the CROWD in the CAR



M The girl is **LOOKING** out the window. She is in the **SNOW**. I wonder what she will **BUILD**. **THEY** are outside. She is **LOOKING** out the window at the **SNOW**. A girl is **PLAYING** in the **SNOW**. **THEY DON'T** speak the same language. **THEY** are **BUILDING** a **SNOWMAN**. Now **THEY** are **FRIENDS**.

Summary

By just using two words and a day of play, two girls become friends even with a language barrier.

Core Words

look(ing), play(ing), don't, build(ing), they

Fringe Words

friends, snow, snowman

Objectives

1. Students will use one-to-three-word combinations on their AAC systems to retell actions from the story
2. Students will sort words they hear into two different groups based on the initial sound
3. Students will use -ing verbs from their AAC systems to describe actions in the story

Materials

Cornstarch, lotion, body wash, or hair conditioner, large bowl, spoon, character trait map. Optional: glitter

Bonus Skill

Teach is/are + verbing phrases (She IS BUILDING, They ARE PLAYING)



Select a couple of scenes from the book for students to act out. Hold auditions or ask for volunteers to play the characters. Adapt words in the book to make simple phrases that each AAC actor can say as their character. In this story, the characters don't speak the same language. Students can reenact the story by pretending to roll snowballs and build a snowman. You could also have the students do a character study by asking them to think about what each girl is doing and how she might feel in each situation. How does she feel looking out of the window? How does she feel playing in the snow by herself? What do they do to solve their language barrier? Work with students to write their own simple one-to-three-word phrases that the characters could say.



Character Trait Map

Choose a character from the story and describe them with words from the AAC system. Download the character trait map through the QR code on this page and complete.



Make a Snowman with Snow Dough

Mix one cup of cornstarch with one cup of lotion, bodywash, or hair conditioner. The mixture should be crumbly but not sticky. Add either more starch or liquid to make sure the texture is moldable. Add in silver glitter for some sparkle. Store in an airtight container. Consider any student skin allergies before providing this activity.



After reading the story a few times, identify two target sounds and make a list of words students know

beginning with those sounds. The words do not have to come from the story, but you can begin with a few words from the story because they are familiar after repeated readings.

- This story takes place outside in the snow and cold; the word "snow" starts with the /s/ sound and the word "cold" begins with the /k/ sound
- Ask students to say words that begin with either sound; this is not about spelling; so if they say a word such as "kitchen" begins with the /k/ sound, they are right

| Words that begin with /s/ sound | Words that begin with /k/ sound |
|---------------------------------|---------------------------------|
| soap some | cat car kitchen |



"Once I learned about AAC, I was surprised to find out how adaptable technology can be to meet the needs of individuals with visual or motor impairments."

Emily B.
Speech-Language Pathology
Graduate Student

Scan to download monthly smart charts and activity-based handouts.



APRIL



Drawn Together

Minh Le and Dan Santat

Storytime

- Build background knowledge; talk about the book's cover, title, and author
- Invite your reader to predict what the story will be about by making comments connected to the cover picture and title

This book is called "Drawn Together." There is a young boy and an older man. He might be his grandfather. These look like drawings. I wonder what this story will be about.

- Take a picture walk by looking briefly through a few pages and pointing out pictures that may represent new concepts for your reader
- Read the text in the story; follow the CAR strategy or put the CROWD in the CAR



M The boy is **NERVOUS**. **HE** doesn't understand what his grandfather is saying to him. The boy is **BORED**. Then they find out they both like to **DRAW**. They find out they like the **SAME** thing. The boy is **NERVOUS** about seeing his **GRANDFATHER**. **HE** is **BORED**. He and his **GRANDFATHER** speak **DIFFERENT** languages. They both like to **DRAW PICTURES**. The boy and his **GRANDFATHER** are **EXCITED**.

Summary

A child learns to connect with his grandfather even when they don't speak the same language.

Core Words

he, bored, draw/drew, excited, nervous, same, different

Fringe Words

grandfather, picture

Objectives

1. Students will comment using one-to-three-word combinations on their AAC systems a minimum of three times during a shared reading activity
2. Students will segment two and three syllable words by nodding/clapping/tapping out each syllable when words are spoken aloud (i.e.: picture, ner-vous, grand-fa-ther) when provided models
3. Students will use one-to-three-word combinations from their AAC systems to compare/contrast the characters in the story while completing a Venn diagram

Materials

Art supplies, Venn diagram worksheet download

Bonus Skill

Teach words "this" and "that"



Select scenes to act out. Because the characters in this story don't understand each other, introduce the idea of our inner voice. Discuss what each person might be thinking based on their actions. Then create simple phrases that could reflect those inner thoughts and act-it-out. A narrator could also read the script and pause for the AAC actor to say his words. Here's a sample script.

Boy: I am **BORED**. **GRANDFATHER** doesn't understand me. | **Grandfather:** I am **NERVOUS**. **HE** doesn't understand me.
Boy: I like to **DRAW**. | **Grandfather:** **HE** likes to **DRAW!** | The boy and his grandfather draw together.
Boy: I am **EXCITED**. **GRANDFATHER** likes to **DRAW!** **Grandfather:** I am **EXCITED**. **HE** likes to **DRAW!**



Venn Diagram Compare and Contrast

The grandfather and grandson spoke in different languages, but they had common traits. Use words on the AAC system to talk about their similarities and differences. Download the Venn diagram through the QR code on this page and complete.



Communicate with Art

Provide students with art materials and ask them to create a picture that communicates an idea or thought. Display completed projects with a title or message describing their art and invite others to enjoy them.

Adapted art ideas:

- Build up handles of paint brushes for easier grips, or add a clothespin to a sponge
- Line the lid of a box with paper, add marbles, and use a hair dryer to blow the marbles through the paint
- Use switch-adapted toys (cars, animals) to walk across paint and paper to make designs



After reading the story a few times, select a few words with one, two, and three syllables.

Talk about syllables in words. Describe these as different parts of a word. For example, grandpa has two parts. Have them clap, tap, or nod two times to represent the syllables of the target words.

Say the words out loud and ask students to clap, tap, or nod as they count the parts of the words: draw (1), together (3), pictures (2), nervous (2).



"Once I learned about AAC, I was surprised to find out the wide variety of options of AAC and the populations AAC can support. AAC is so much more than a device with a voice output!"

Morgan S.
Speech-Language Pathology
Graduate Student

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Telephone

Mac Barnett and
Jen Corace

Storytime

- Build background knowledge; talk about the book's cover, title, and author
- Invite your reader to predict what the story will be about by making comments connected to the cover picture and title

This book is called "Telephone." There are three birds. The first one looks like he is telling the other bird a secret. I wonder what he's saying.

- Take a picture walk by looking briefly through a few pages and pointing out pictures that may represent new concepts for your reader
- Read the text in the story; follow the CAR strategy or put the CROWD in the CAR



M Peter needs to **COME** home for dinner. The **BIRDS** are passing that message to Peter. **WHAT** did that one say? He **TOLD** him the wrong information. Do you think anyone will **TELL** the right information? Peter, the **BIRD**, needs to **COME** home for dinner. The **BIRDS** are trying to **TELL** each other this message. **WHAT** did that **BIRD TELL** him? He did not **TELL** him to **COME HOME**. That **BIRD TOLD** him something strange. It was **NOT RIGHT**.

Summary

Pete's mother is trying to send him a message. As it is passed from bird to bird, it becomes misunderstood. Will Peter ever hear the correct message from his mother?

Core Words

they, come, right, not, what, tell/told

Fringe Words

bird(s), home

Objectives

1. Students will comment using one-to-three-word combinations on their AAC systems a minimum of three times during a shared reading activity
2. Students will use the +s marker to make the plural form of words on their AAC systems
3. Students will use one-to-three-word combinations on their AAC systems to identify actions at the beginning, middle, and end of the story while completing a story map

Materials

Art supplies, directions for making paper cup phones, paper cups, string, story map worksheet

Bonus Skill

Teach interjections "uh oh," "oops," "oh no"



Select a couple of scenes from the book for students to act out. Hold auditions or ask for volunteers to play the characters. Adapt words in the book to make simple phrases that each AAC actor can say as their character. In this story, the birds get the information wrong in every scene except the last one. For this script, you can have students portray different birds and let them decide what their character says instead of the correct line. The last bird can say the right line by telling Peter to **COME HOME**.



Complete a Story Map

Download the story map through the QR code on this page. After reading the story several times, talk with students about the idea of retelling this story to someone else. In the story, the birds got the original message wrong. When we retell events, we think of the most important pieces of information to share. Help your AAC authors identify the three most important parts of this story and complete the story map. When finished, consider having them use their AAC devices to retell the story to others.



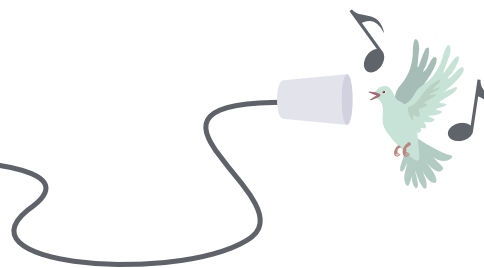
Make a Paper Cup Phone

Download directions for this activity through the QR code on this page.



Re-read the story and ask students to listen for words that begin with the /p/ sound.

When they hear a word with the /p/ sound, ask them to signal to you (clap hands, tap a stick on a desk/wheelchair tray, use a single message switch, make a noise, or use a word on a speech-generating device).



"What I find exciting about AAC is giving individuals a mode of communication that works best for them."

Ashton K.
Speech-Language
Graduate Student

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JUNE



Do You Speak Fish? DJ Corchin and Dan Dougherty

Storytime

- Build background knowledge; talk about the book's cover, title, and author
- Invite your reader to predict what the story will be about by making comments connected to the cover picture and title

This book is called "Do You Speak Fish?" What do you see on the cover? I see a boy looking at a fish in some water. What do you think this story will be about?

- Take a picture walk by looking briefly through a few pages and pointing out pictures that may represent new concepts for your reader
- Read the text in the story; follow the CAR strategy or put the CROWD in the CAR



M The **BOY** is talking to a fish. He said **HELLO**. He did **NOT** understand. The other animals do **NOT** understand him. The **BOY** is getting frustrated. He had a bad **IDEA** when he yelled at the animals. The **BOY** is talking to a **FISH**. But the **FISH DOES NOT** understand. He **SAID HELLO** to other animals. He is **FRUSTRATED** because they **DO NOT UNDERSTAND**. The **BOY** had a bad **IDEA** when he yelled at the animals. The tree **SAID** he could teach the boy to speak **FISH**.

Summary

A young boy learns about language barriers and how to overcome them.

Core Words

hello, boy, do/does, frustrated, said, not, understand

Fringe Words

idea, fish

Objectives

1. Students will comment using one-to-three-word combinations on their AAC systems a minimum of three times during a shared reading activity
2. Students will use one-to-three-word combinations on their AAC systems to retell actions from the story
3. Students will complete a sentence frame by adding a word from their AAC systems

Materials

Large mirror

Bonus Skill

Teach additional words to describe feelings, such as worried, sad, and excited



Select a couple of scenes from the book for students to act out. Hold auditions or ask for volunteers to play the characters. Adapt words in the book to make simple phrases that each AAC actor can say as their character. In this story, the boy doesn't understand the animals at first. Ask students if they have been frustrated when others don't understand them. Invite students to be the boy, tree, and animals in the story. Encourage them to make the animal sounds and use single words or short phrases to act out parts of the story.



Complete the Sentence

When I am frustrated, I can _____

Add this sentence frame to a slide and duplicate one for each adult and student. Take turns completing the sentence. Adults go first to provide models. Add photos of everyone if you wish. Once finished, print the book and read it together. Give each AAC author their page to keep as a visual reminder for when they become frustrated.



Do You Understand?

It is important for students to learn how to clarify their communication if they aren't understood. Identify common words, ideas, or actions that can be represented by gestures. Begin by having students look in a mirror as they imitate gestures. Remind students that sometimes we use gestures to communicate when our listener is far away or if they don't understand our words. Then, give each student a turn using a gesture and ask the group to guess what they are trying to say.

Encourage students with motor limitations to use their most reliable movement. You can provide a verbal list of choices for a student with visual limitations and he can make a sound or use a word on his AAC system to indicate his choice



Several pages have different text styles. After initial readings, begin to point out the visual text differences and talk about the author's intention. Bolder words are often very important to the story. Explain the idea of inner voice by telling students that when they hear you read these words, they can say them loudly in their head along with you. Touch your head and nod when you read silently to illustrate the concept of silent reading.



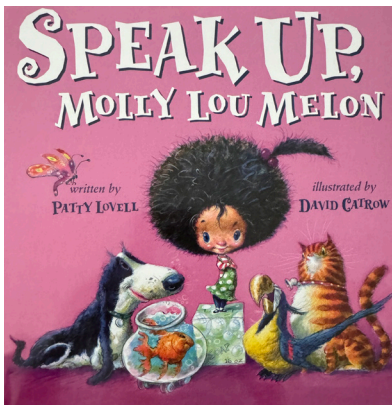
"What I find exciting about AAC is seeing the smiles and excitement on the faces of the individuals and families when they realize they can communicate effectively."

Janiley A.
Speech-Language Pathology
Graduate Student

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JULY



Speak Up, Molly Lou Melon

Patty Lovell and
David Catrow

Storytime

- Build background knowledge; talk about the book's cover, title, and author
- Invite your AAC reader to predict what the story will be about by making comments connected to the cover picture and title

This book is called "Speak Up, Molly Lou Melon." I see a girl on the cover. She is sitting by a dog, a fish, a bird, and a cat. I wonder if those are her pets. What do you think this story will be about?

- Take a picture walk by looking briefly through a few pages and pointing out pictures that may represent new concepts for your reader
- Read the text in the story; follow the CAR strategy or put the CROWD in the CAR



M Molly is a good **FRIEND**. She likes to **HELP** her friends. Her mom told her to **SPEAK** up for others. This means she uses words and actions to **HELP** others. **SHE** knew lots of people. Some were **DIFFERENT** from her. Molly is a **GOOD FRIEND**. **SHE HELPS** others. She uses **HER** words to **SPEAK** up for others. Some of her **FRIENDS** have **DIFFERENT** ideas than **SHE** does, but that's **OK**.

Summary

Molly Lou Melon learns about friendship, taking responsibility for her actions, and standing up for others.

Core Words

she/her, different, good, help(s), speak(s)

Fringe Words

friend(s)

Objectives

1. Students will comment using one-to-three-word combinations on their AAC systems a minimum of three times during a shared reading activity
2. Students will use one-to-three-word combinations on their AAC systems to direct actions of others
3. Students will use one-to-three-word combinations on their AAC systems to compare/contrast two characters from the story while completing a Venn diagram

Materials

Venn diagram worksheet

Bonus Skill

Teach emotion words such as embarrassed, happy, mad, sad



Select a couple of scenes for students to act out. Adapt words in the book or add new ones to make simple phrases that each AAC actor can say as their character. See sample below to get started.

Characters: Molly Lou Melon, Bettina Bonklehead, the teacher

Bettina Bonklehead: This is fun. (pretends to paint on desk with props) | **Molly Lou Melon:** It is messy.

Teacher enters: Who did this? | **Molly Lou Melon:** Me | **Bettina Bonklehead:** I don't know.

Teacher points to Molly Lou Melon: Clean it up. **Bettina Bonklehead:** Bye.



Venn Diagram Compare and Contrast

Download the Venn diagram worksheet through the QR code on this page. Complete it as you talk about the differences and similarities between Molly Lou Melon and Bettina Bonklehead.



Magical Handshake

Create a magical handshake. Review the story pages that show the children using their special handshake. Ask students why they think the friends made the handshake. Explain that friends like to share special memories and activities that connect them. Ask students to provide different actions that could be used for the handshake, such as "tap," "jump," "clap," "bump," "turn," etc.. Write suggestions on the board and assign a letter to each idea. Have the group act out each action. To determine which action comes first, have the group vote by letter. Rearrange the action words in the order of highest votes. Now learn your super-secret friend handshake. Decide how often and when you will use it.



- A. Spin
- B. Fist Bump
- C. Nod



After reading the story several times, talk about syllables in words. Describe these as different parts of a word. Mol-ly and Mel-on both have two parts. Have them clap, tap, or nod two times to represent the syllables of these words.

Write a list of the characters' full names. Say the names out loud and ask students to clap, tap, or nod as they count the parts of the words.



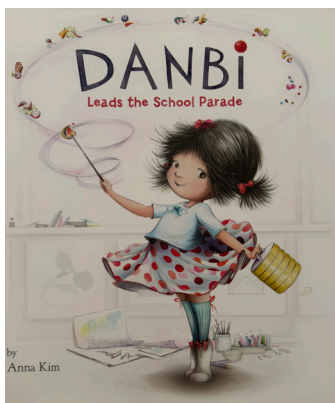
"What I find most interesting about AAC is COMMUNICATION! AAC not only provides a means of communication in face-to-face interactions but also across various social media platforms to maintain relationships."

Mary Ann B.
Speech-Language Pathology
Graduate Student

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AUGUST



Danbi Leads the School Parade

Anna Kim

Storytime

- Build background knowledge; talk about the book's cover, title, and author
- Invite your AAC reader to predict what the story will be about by making comments connected to the cover picture and title

This book is called "Danbi Leads the School Parade." I see a girl on the cover. What do you see? I wonder what this book will be about.

- Take a picture walk by looking briefly through a few pages and pointing out pictures that may represent new concepts for your reader
- Read the text in the story; follow the CAR strategy or put the CROWD in the CAR



M Danbi is going to a new **SCHOOL**. **SHE** doesn't know anyone. Everything is **DIFFERENT**. She **TRIED** to do what the others did. The **CHILDREN** liked it when she tapped her lunchbox. **NOW** she has friends. Danbi is going to a **NEW SCHOOL**. **SHE** doesn't **KNOW** anyone. **SHE** does **NOT KNOW** the **DIFFERENT** language her classmates are speaking. **SHE** wants to **TRY** everything. **NOW** the other **CHILDREN** are her friends.

Summary

Danbi meets her teacher and classmates in her new school in America. The language barrier makes it difficult to communicate. Music helps her connect with others.

Core Words

she, different, try, new, not, know

Fringe Words

children, school

Objectives

1. Students will use one-to-three-word combinations from their AAC systems to describe characters in the story as they complete a character map
2. Students will use the word "not" on their AAC systems to express negation
3. Students will create one-to-three-word combinations from their AAC systems that reflect an activity they like to do

Materials

Art supplies, poster board or large sheets of paper, character trait map worksheet

Bonus Skill

Use the past tense form of verbs



Select a couple of scenes from the book for students to act out. Hold auditions or ask for volunteers to play the characters. Adapt words in the book to make simple phrases that each AAC actor can say as their character. In this story, the turning point for Danbi is at lunchtime, which leads to a parade. Let students take turns being Danbi and leading the parade of other students around the classroom and building. Whenever you leave the classroom this month, choose someone to be Danbi and lead the students.



What We Like to Do

Open a new slide or document and add the title, "What We Like to Do." Encourage students to use one-to-three-word combinations on their AAC systems to make a list of things they like to do at school. If you have students who speak different languages, add words in their language to the list. Once complete, post this list in your room for others to see. If you have a new student, the class can review this list with them and add their favorite activities to it.



Have A Parade

Plan a parade through your school on the way to the playground or gym. Make banners or pennants for students to carry. Vote on background music to play during your parade.



When you re-read the story, ask students to clap, tap, or nod when they hear the words "Boom Boom."



"What I find most exciting about AAC is that with AAC, people can fully engage in life."

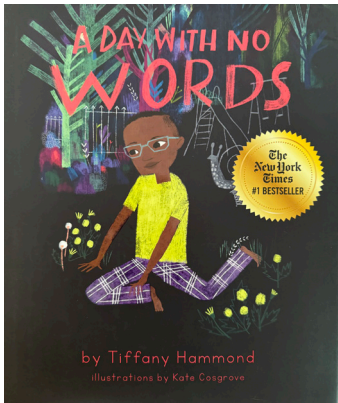
Morgan M.
Speech-Language Pathology
Graduate Student



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SEPTEMBER



A Day with No Words

Tiffany Hammond and
Kate Cosgrove

Storytime

- Build background knowledge; talk about the book's cover, title, and author
- Invite your AAC reader to predict what the story will be about by making comments connected to the cover picture and title

This book is called "A Day with No Words." There is a boy on the cover. What do you see? I wonder what will happen in this story.

- Take a picture walk by looking briefly through a few pages and pointing out pictures that may represent new concepts for your reader
- Read the text in the story; follow the CAR strategy or put the CROWD in the CAR



M HE uses a device to talk. They **GO** to the park. The boy hears lot of **SOUNDS**. There are many **WORDS** on his AAC device. He goes to the park with his **MOM**. The boy **LIKES** to play in the grass. Some people don't understand how he **TALKS**. He **LIKES** to eat chicken nuggets. **HE** uses a device to **TALK**. HE hears lots of **SOUNDS**. **HE LIKES** to go to the park with his **MOM**. His **MOM TALKS** with a device too.

Summary

Spend the day with a mom and her young boy with autism who uses an app on a tablet for communication.

Core Words

he, go/goes, like(s), sound(s), talk(s), play(s)

Fringe Words

mom, words

Objectives

1. Students will comment using one-to-three-word combinations on their AAC systems a minimum of three times during a shared reading activity
2. Students will use one-to-three-word combinations on the AAC systems to describe objects
3. Students will use a single word from their AAC systems to caption a photo of an item

Materials

Several items for a sensory bag (soft, rough, smooth, bumpy), a large bag

Bonus Skill

Teach the +s marker to make the plural forms of verbs



Select a couple of scenes from the book for students to act out. Hold auditions or ask for volunteers to play the characters. Adapt words in the book or add new ones to make simple phrases that each AAC actor can say as their character. In this book, the scene in the restaurant may be familiar to students. Let students take turns acting out the characters and ordering whatever food they like.



Caption the Photo

Take photos of the items in the sensory sampler activity. Put them in a document and ask students to use a word from their AAC systems to describe the item. Students present their photo to the group. Display finished projects.



Sensory Sampler

The boy in the story liked walking barefoot in the grass. Talk with students about different textures and how they feel. Some people may like to feel rough, bumpy items; others may prefer soft, feathery objects. Collect several items of different textures and place them in a bag. Have students draw one out (or place their hands into the bag if they have motor challenges) and encourage them to use words on their AAC systems to describe how the items feel. Ask students if they have a specific item they like to feel.



This story has many rhyming words. After reading the story a few times, talk with students about words that have the same ending sound. Help them find words on each page that have the same ending sound and write them for students to see.



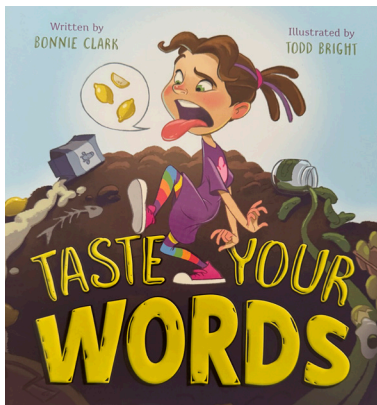
"I was surprised to learn that AAC provides opportunities for all ages, disabilities, and circumstances to communicate with others."

Whitney B.
Speech-Language Pathology
Graduate Student

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OCTOBER



Taste Your Words

Bonnie Clark and Todd Bright

Storytime

- Build background knowledge; talk about the book's cover, title, and author
- Invite your AAC reader to predict what the story will be about by making comments connected to the cover picture and title

This book is called "Taste Your Words." There is a girl on the cover. What do you see? I wonder what this story will be about.

- Take a picture walk by looking briefly through a few pages and pointing out pictures that may represent new concepts for your reader
- Read the text in the story; follow the CAR strategy or put the CROWD in the CAR



M SHE calls people names. That is **BAD**. It happened **AGAIN**. It's important to be **KIND**. **HOW** do her **WORDS TASTE**? They **TASTE BAD**. SHE learned to say **KIND WORDS**. They **TASTE DELICIOUS!** **HOW** do your **WORDS TASTE**?

Summary

A young girl learns that using mean words leaves a bad taste in her mouth. However, kind words taste delicious.

Core Words

she, you, again, bad, delicious, kind, how

Fringe Words

words

Objectives

1. Students will comment using one-to-three-word combinations on their AAC systems a minimum of three times during a shared reading activity
2. Students will use one-to-three-word combinations on their AAC systems to describe words, objects, or people
3. Students will use five to seven single words on their AAC systems to write a list poem

Materials

Small colored candies, cups, paper, paintbrushes or sponges

Bonus Skill

Teach additional descriptive words



Select a couple of scenes from the book for students to act out. Hold auditions or ask for volunteers to play the characters. Adapt words in the book or add new ones to make simple phrases that each AAC actor can say as their character. Practice using words to describe those words that are delicious and those that taste bad. Students reenact scenes from the story using their AAC devices to describe their words.





List Poem

Encourage AAC poets to select a descriptive word on their AAC system (delicious, yucky, stinky, happy, etc.) for their poem. Assist them in locating an image, online or from options you have printed for them, that represents that adjective to them. Then, ask the students to provide five to seven words from their AAC system that further describes the image. Print the final project and share with others.



yellow
sunny
hot
bad
drink



Paint with Candy

- Students assist with sorting small candies (M&M®s, Nerds®) into cups by color
- Add enough water to cover the candies and stir with paint brushes
- Once the water has changed color, you can begin to paint with brushes, sponges, or other paint tools
- Remember to model words for your AAC learners throughout this project

Bonus – Your paint will smell delicious!



After initial readings, point out the words in the text that represent silly sounds we make when tasting something we don't like ("blech", "yuck"). Discuss with students the importance of these words to the story and why the author may have chosen to include them.



"When I first learned about AAC, I was surprised to find out how many options and modifications there are."

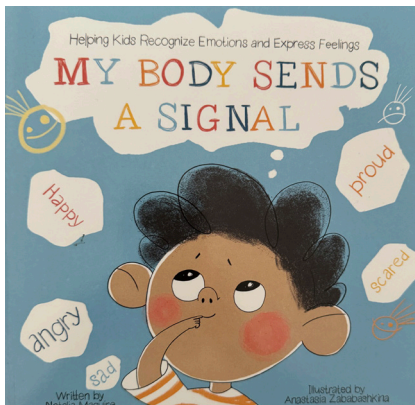
Caroline W.
Speech-Language Pathology
Graduate Student



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NOVEMBER



My Body Sends a Signal

Natalia Maguine and
Anastasia Zababashkina

Storytime

- Build background knowledge; talk about the book's cover, title, and author
- Invite your AAC reader to predict what the story will be about by making comments connected to the cover picture and title

This book is called "My Body Sends a Signal." There is a boy on the cover. It looks like he is thinking about something. I see words like angry, happy, proud, scared. I wonder what this story will be about.

- Take a picture walk by looking briefly through a few pages and pointing out pictures that may represent new concepts for your reader
- Read the text in the story; follow the CAR strategy or put the CROWD in the CAR



M He is talking about his **BODY**. It **TELLS** him how he feels. He is **HAPPY**. **GRANDMA** helped him feel **SAFE**. Sometimes his **BODY** **TELLS** him that he is **ANGRY**. He was **PROUD** when **GRANDPA** liked his project. He said, "I am learning what my **BODY TELLS** me." He said, "**I AM HAPPY**."

Summary

People experience a wide range of emotions that are often difficult for children to understand. In this story, a child learns how the way his body feels is related to different emotions.

Core Words

tell/tells, angry, happy, hungry, proud, sad, safe, scared

Fringe Words

body, grandpa, grandma

Objectives

1. Students will comment using one-to-three-word combinations on their AAC systems a minimum of three times during a shared reading activity
2. Students will use one-to-three-word combinations on their AAC systems to describe physical features of emotions
3. Students will use one-to-three-word combinations on their AAC systems to describe how their bodies feel when experiencing a specific emotion

Materials

Clear plastic bottles, water, food coloring, baby oil

Bonus Skill

Teach the pronoun "I"



Select a couple of scenes from the book for students to act out. Hold auditions or ask for volunteers to play the characters. Adapt words in the book or add new ones to make simple phrases that each AAC actor can say as their character. Talk with students about situations when they felt these emotions and set up some simple reenactment scenes for them to practice expressing these feelings.





Describe an Emotion

Help students learn how emotions impact their bodies. First, have students watch themselves in a mirror as you lead them through expressing different emotions. Ask them to share how their body feels. Refer to this month's book for resources. Next, either take a photo of your AAC learner showing an emotion or use pictures from other sources and add to a document. Ask them to find words in their vocabulary that describe how their body feels when they experience that emotion.



Make a Sensory Bottle

Follow up the emotions discussion by sharing that sensory activities can help us feel better when we are upset. Watching items float in water can be calming for some people. Explain that you will make a sensory bottle so they can experience this feeling themselves.

- Fill a clear plastic bottle 2/3 full of water
- Add a few drops of food coloring and a tablespoon of baby oil
- Optional: Add glitter, colored paper clips, pompoms, or other small items
- Secure the lid tightly with glue or heavy-duty tape
- Enjoy watching the colors and items swirl around as you shake the bottle



After reading the story a few times, point out the words in the text that are bigger than the rest of the text and in all capital letters. Discuss with students the importance of these words to the story and why the author may have chosen to use capital letters. Go throughout the pages and search for other large words in all capitals.



"When I first learned about AAC, I was surprised to find out how many people lack access to communication."

Elizabeth S.
Speech-Language Pathology
Graduate Student



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DECEMBER



Masterpiece

Alexandra Hoffman and
Beatriz Mello

Storytime

- Build background knowledge; talk about the book's cover, title, and author
- Invite your AAC reader to predict what the story will be about by making comments connected to the cover picture and title

This book is called "Masterpiece." There is a boy on the cover. He is wearing headphones and drawing a picture. I wonder what this story will be about.

- Take a picture walk by looking briefly through a few pages and pointing out pictures that may represent new concepts for your reader; discuss what the word "masterpiece" means
- Read the text in the story; follow the CAR strategy or put the CROWD in the CAR



M The teacher told the students to **DRAW** a picture. Students **DRAW** with many colors. Samuel only uses **BLUE**. Everyone gets a **TURN** to share. **HIS PICTURE** is all **BLUE**. They **DREW PICTURES** with lots of colors. **HIS PICTURE** used different **BLUE** colors. All students got a **TURN** to share their **PICTURE**.

Summary

A boy with autism creates a lovely picture all in blue. His friends learn that everyone's projects are unique.

Core Words

he/his, blue, draw/drawing/drew, turn

Fringe Words

picture(s)

Objectives

1. Students will comment using one-to-three-word combinations on their AAC systems a minimum of three times during a shared reading activity
2. Students will use one-to-three-word combinations on their AAC systems to direct the actions of others
3. Students will write a list poem to describe their art projects by recalling five to eight words on their AAC systems

Materials

Art supplies, variety of painting tools and colors

Bonus Skill

Find the color words



Select a couple of scenes from the book for students to act out. Hold auditions or ask for volunteers to play the characters. Adapt words in the book or add new ones to make simple phrases that each AAC actor can say as their character.

STRETCH: Recall sensory words from last month when you discuss how Samuel may feel when others talk about his artwork. Assign students to reenact simple scenes with the teacher, a couple of classmates, and Samuel. Since Samuel doesn't speak in the story, this is a perfect time to talk about inner voice. Help students consider what Samuel may be thinking in his head about his feelings.



List Poem

Using the art project below as inspiration, ask AAC poets to describe their masterpiece by saying five to eight words on their AAC systems. Capture these words in a written format with one of the suggested ways on page four of this planner. Read the poems and post the project for others to admire.



Create Your Own Masterpiece

Encourage your AAC artists to make their own masterpieces. Offer any art supplies you like. Allow them to choose their materials and colors. Consider unusual paint brushes. Create stamps with food by cutting fruits and veggies in half or hold a stalk of broccoli or celery for your paint brush. Use sponges, cookie cutters, fly swatters and get creative. Let each artist share his masterpiece with the group and then display for all to see.

Adapt materials so that students with fine motor challenges can participate. AAC users can direct others regarding colors, location on paper, etc., with words in their AAC systems.



After a few readings, identify two target sounds and make a list of words beginning with those sounds. Start with familiar words from the story and then add any words students know.

- Samuel is the main character; think of words that begin with the /s/ sound
- He loves blue; think of words that begin with the /b/ sound

Ask students to say words that begin with either sound regardless of spelling. If they point to an item or person around you, acknowledge the name of the item/person. If it is one of the target sounds, write it on the list and look for the word in their AAC system.



"What I find exciting about AAC is that it provides individuals with communication barriers a way to express themselves and be understood, which is empowering and inclusive."

Soundarya A.
Speech-Language Pathology
Graduate Student

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Plan Your Next Book

Title

Author

Target Words

Objectives

Core:

Fringe:

Materials

Motor Activity

Introduce the Story

Alphabet/Sound Awareness

Act-It-Out

Writing

Notes



Creating Connections with Your Liberator Consultant


You and your support team can trust in your consultant for unparalleled knowledge and service.

They're always just a phone call or email away, connecting you to the most appropriate communication solutions and resources for your unique needs.

- On-site device consultations
- Lifetime device support
- Support with free device loans
- Implementation support for parents & professionals
- Device setup and training



Celebrating individuality,
empowering lives.

 **Liberator | UK**
A PRC-Salttillo Company
01733 370470 | liberator.co.uk

Even More Online Resources

Looking for ideas to help you implement AAC?
We've got you covered!



www.aaclanguagelab.com

Find real-life solutions to support you as you support your AAC learners. Explore language stages, download lesson plans and interactive activities designed for speech-language pathologists, educators, and parents. Many resources are free; however, an annual subscription of \$19.99 gives you access to everything on the AAC Language Lab.

PRC-Saltito Calendar


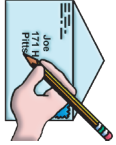
















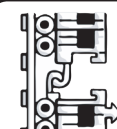
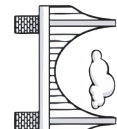











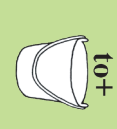






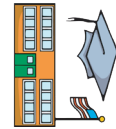


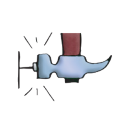

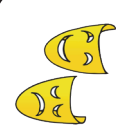




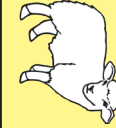





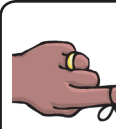
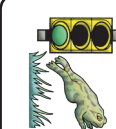



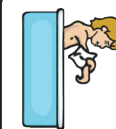

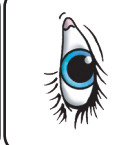


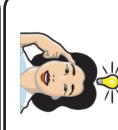
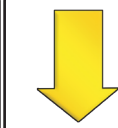







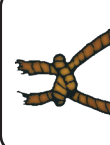




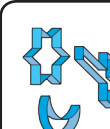



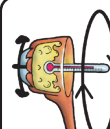

www.liberator.co.uk/2025-aac-calendar

Our calendar features another 12 months of implementation activities.



www.realizelanguage.co.uk

Realize Language analyzes data logs generated by AAC devices and apps and displays this information in easy-to-understand charts and graphs. As weeks and months progress, you'll gain insight for further communication development and have data to help guide goals and implementation needs.

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|--|--|--|--|--|---|--|--|---|--|---|---|
|  finished |  mine |  little |  up |  yes |  good |  some |  no |  down |  out |  off |  bad |
|  me |  my |  wear |  am |  please |  that |  and |  in |  what word? |  a |  +s |  there |
|  I |  we |  are |  is |  were |  was |  on |  to |  SPELL/NUM |  an |  the |  end |
|  you |  they |  new |  play |  like |  work |  have |  feel |  read |  more |  fast |  stop |
|  it |  he |  want |  all |  come |  do |  go |  get |  big |  big |  color |  help |
|  she |  look |  slow |  hear |  think |  said |  live |  love |  follow |  follow |  ride |  put |
|  CLEAR |  not |  talk |  sit |  eat |  find |  make |  need |  drink |  watch |  turn |  sleep |

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