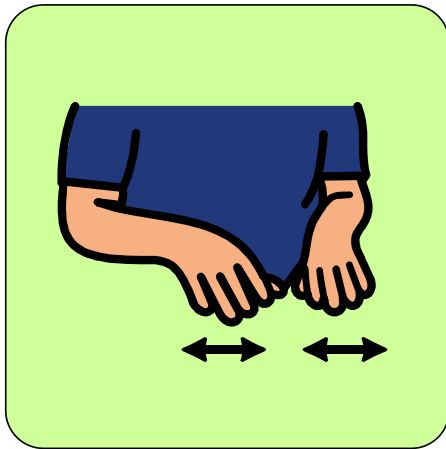
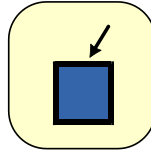
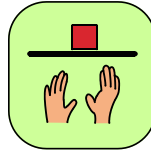
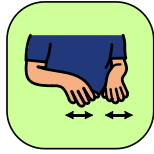


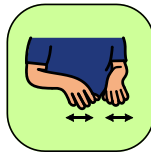
do



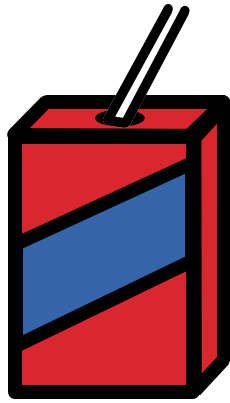
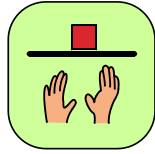
Do you want it?



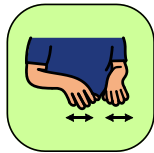
Yes, I do!



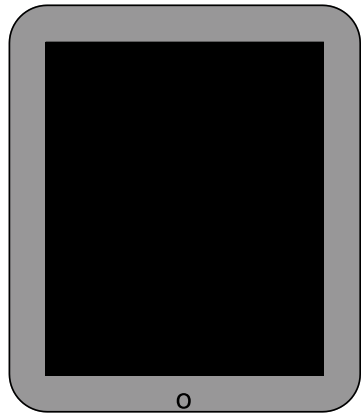
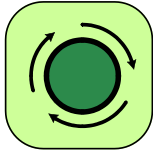
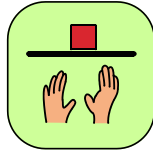
Want drink?



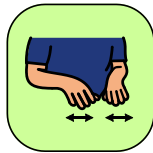
Yes, I do!



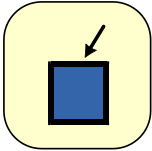
Want turn?



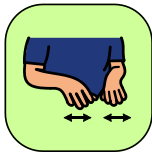
Yes, I do!



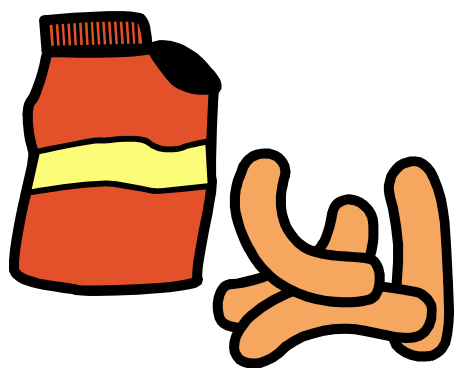
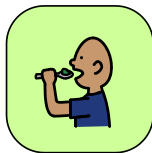
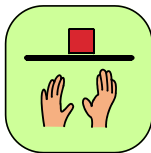
You read it?



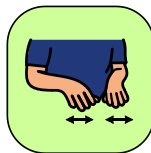
Yes, I do!



You want eat?



Yes, I do!



Yes, I do!

Want turn?

Yes, I do!

Want drink?

You read it?

Yes, I do!

Do you want it?

Yes, I do!

Word of the Week

A Year of Core

This week our focus word is "do".

Here are some ideas you may want to try with your child, depending on his/her present level of communication:

- Discuss preferences of family members or friends such as favorite flavors, colors, pets, books. Use phrases such as "Do you like that?" or "Do I like it?"

- Discuss possessions or items that are present throughout the day, such as "Do you have it?" (You could try this in a "go fish" game!), "Do you see it?", "I do have it." "Do I have that?".

- Model questions about what activities your child wants to do next, including "Do you want to play?" or "Do you want to read?". Other questions may include, "What do you want to eat?" or "Do you want it?".

- Have your children pretend to be the parent or "teacher" and tell you if you are doing the right thing (e.g., "Yes do it!", "Stop, no do that!")

- Help your child use "do" to ask for repetition of favorite activities, such as "Do one more", "Do it again." or "I want do it!"

- *Single word level* - work on vocalizing or signing a close approximation of "do" or model use of "do" with picture communication

- *Phrase level* - if your child is using one word consistently, model two word phrases such as "do that" or "I do!".

- *Sentence level*- if your child is ready to use 3-4 word combinations, model phrases and sentences, such as "Do you want it?" or "I do it!"

Word of the Week

A Year of Core

Classroom/Therapy Activities

Create opportunities for students to use "do". Activity ideas:

- Discuss children and teacher preferences such as favorite flavors, colors, pets, etc. Use graphs or charts to see who likes different items. Use phrases such "Do you like that?" or "Do I like it?". Have students ask their friends and family about what they like.
- Discuss possessions or items that are present using phrases such as "Do you have it?" (e.g., during "go fish" games), "Do you see it?", "I do have it.", "Do I have that?"
- Model questions about preferred activities including "Do you want to ___?", "What do you want to ___?" or "Do you want it?" (e.g., Do you want to play?, What do you want to eat?)
- Have kids pretend to be the teacher and tell you if you are doing the right thing using phrases such as "Yes do it!" or "Stop, no do that!"
- Have children request repetition or favorite activities using "do" (e.g., "Do one more!", "Do it again.", "I want do it!")

Using the Level 3 Board help students combine words into phrases and questions as they are ready. These may include:

I do it.

Do it again!

Help me do it.

Do you have it?

Stop, no do that!

Do you want read it?

What do you want play?

What do you like eat?

You do more.

Do you want it?

Do I have that?

I want do it.

Yes, do it!

Do you want play?

What do you like?

Do one more.

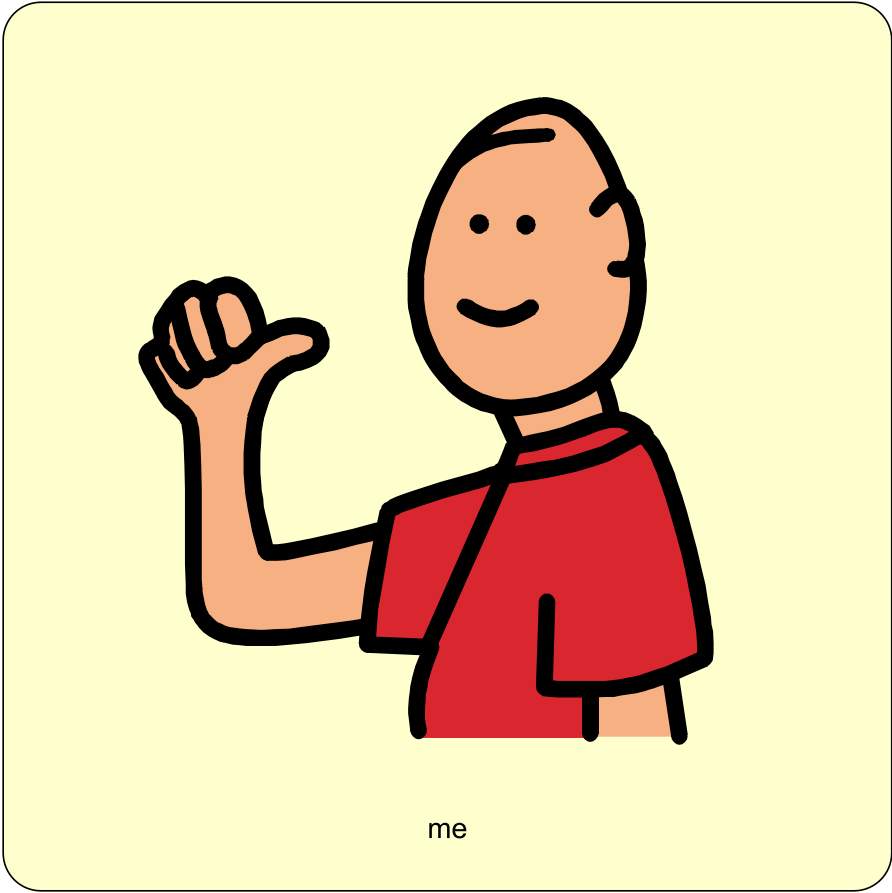
A YEAR OF CORE

TEACHING CORE VOCABULARY FOR FUNCTIONAL
COMMUNICATION

WEEK 25: ME



REBECCA PRICE, CCC-SLP & SARAH WAINWRIGHT, CCC-SLP



me

me





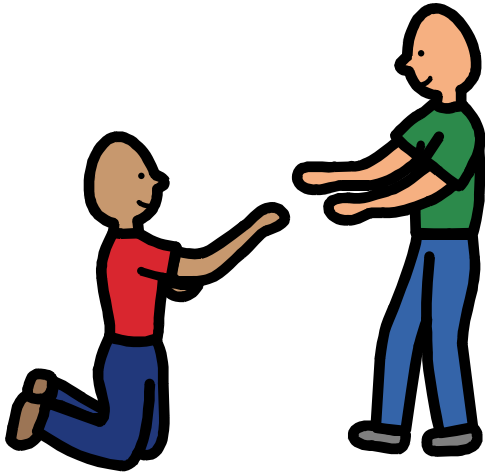
me





me



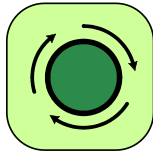


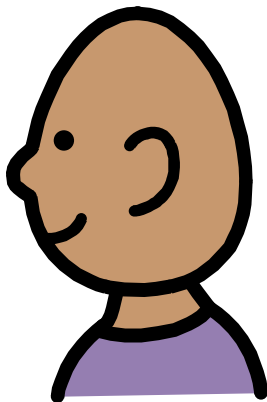
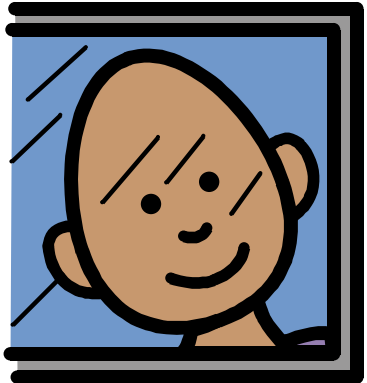
help me



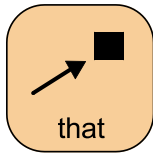


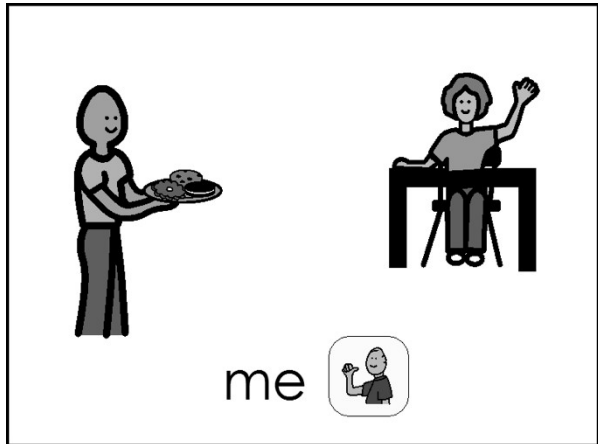
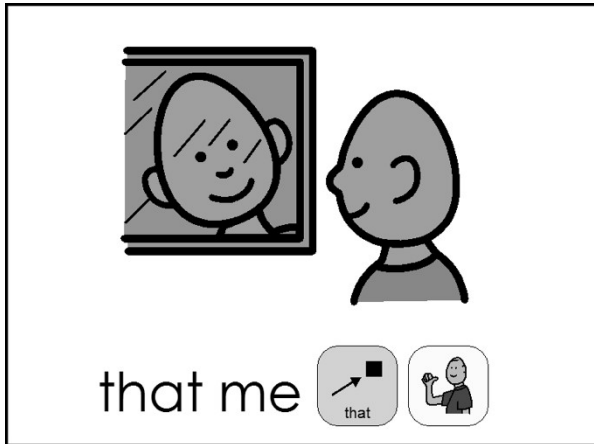
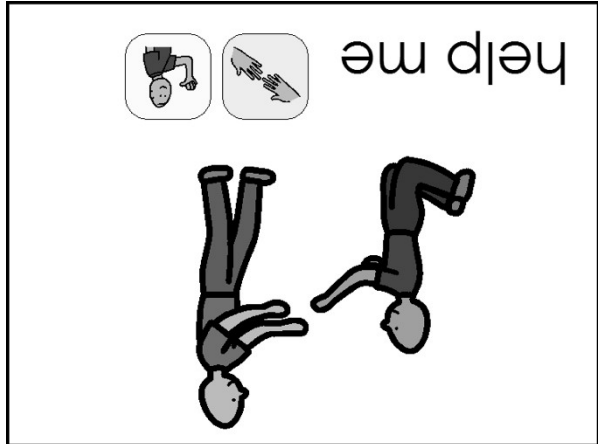
turn me





that me





Word of the Week

A Year of Core

This week our focus word is "me".

Here are some ideas you may want to try with your child, depending on his/her present level of communication:

- Create opportunities for children to ask for help, such as hard to open containers or items out of reach modeling "Help me!"
- With family member's belongings (e.g., books, shoes, backpacks) ask questions such as "Who's ___ is this?" modeling use of "me" to respond
- Physical play or other movement activities, including swings, wagons, "chase", "hide and seek" are fun ways to target "me", with phrases such as "Put me in", "You want me go?", "Turn me", or "Get me up".
- When in a group of family members or friends, have kids volunteer for jobs or activities, asking questions such as "Who wants to ___?" to work on answering using "Me!"
- Model and teach "me" during play with friends or siblings to take turns or defend possessions
- ask questions such as "who wants a _____?" when giving out items, such as snacks, toys, stickers, etc.
- *Single word level* - work on vocalizing a close approximation of "me", signing "me", or using "me" on a communication device or board.
- *Phrase level* - if your child is using one word consistently, model two word phrases such as "Get me!" or "That me".
- *Sentence level* - if your child is ready to use 3 to 4 word combinations, model phrases and sentences, such as "Put me down", "You help me?", "You turn me.", "You want me stop?".

Word of the Week

A Year of Core

Classroom or Therapy Ideas

Create opportunities for students to learn use "me". Activities may include:

- asking questions such as " Who's ___ is this?" with jackets, backpacks, names, etc. Try to create a game with children's items to find the right owners.
- Have kids volunteer for jobs or activities, asking questions such as "Who wants to ___?"
- Model and teach "me" during play with peers to take turns or defend possessions
- When passing out materials such as snacks, instruments, stickers, etc. ask questions such as "who wants a ___?"
- Create opportunities for children to ask for help, such as hard to open containers or items out of reach modeling "Help me!"
- Physical play or other movement activities, including swings, wagons, "chase", "hide and seek" are fun ways to target "me", with phrases such as "Put me in", "You want me go?", "Turn me", or "Get me up".

Using the Level 3 Board help students combine words into phrases and questions as they are ready. These may include:

- | | |
|--------------|-----------------|
| Put me in. | You want me go? |
| Help me. | Get me. |
| You get me. | That me! |
| Get me up. | Put me down. |
| Turn me. | You turn me. |
| You like me? | Stop me! |