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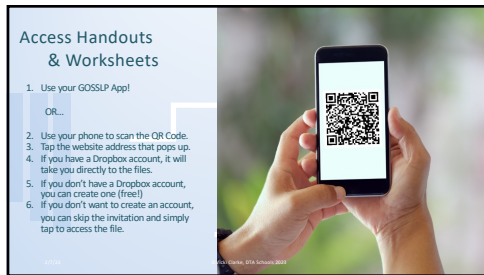
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The "Intentional 10"

Go to: [nearpod.com](https://nearpod.com)  
Enter lesson code: **4pdvx**

Where do you get stuck teaching communication? What would you like to learn today?

- A. I need help from the rest of the team to teach communication all day. How do I get them on board?
- B. My students are stuck in a repetitive loop and not able to communicate autonomously. How do I help them communicate appropriately to meet their own needs and desires?
- C. I don't know where to begin. Where do I start this whole thing?
- D. I need materials to teach communication. Where can I find those?
- E. My students don't have the communication tools they need. Where can I find those and how do I get them into my student's hands?
- F. Something else. What do I want to learn today?

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Communication is...  
requesting and responding.  
But more importantly...

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Communication is...

Not simply responding or labeling!

- a way to meet your needs
- a means to socially connect
- sharing unknown information to a partner
- a message you choose yourself

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What do we already know about teaching communication?

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How do we get there?

**explicit instruction**  
targeted, planned activity which targets a specific word or message

**embedded instruction**  
occurs during the course of naturally occurring activities, when the situation demands it, or simply provides an opportunity for it

Musselwhite & Howard, "Effective, Engaging AAC Instruction," from Expanding AAC: Accessible Strategies for Functional Communication online conference, ASHA Professional Development, 2021

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What affects teachers' willingness to teach communication through AAC??

...perception of our students' ability to learn to communicate effectively

...the teachers' perceptions of their OWN skills and responsibilities, and their ability to teach their students to use AAC effectively

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Teamwork makes the dream work...

Teachers believe that "communication training is a collaborative effort between teachers and SLPs" Soto, 1997

...and they are right!



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Developing Real Communication



- 1 TARGET**  
Choose the word or message.  
What words & messages?
- 2 TRAIN**  
Practice saying the word or message in structured activities.  
Where are the words? How do I say them?
- 3 TAKE IN**  
Watch partners use the word or message in typical situations.  
When do I use these words & messages?
- 4 TRY IT**  
Try to say the word or message for real purposes with help as needed.  
What should I say in dynamic situations? Learning what, when and how to say it with decreasing supports.
- 5 TALK**  
With speech or AAC, say the word or message independently for your own real purpose.  
How do I choose what to say, when to say it and remember how to say it!

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Mrs. Janssen

"Knowing a plan makes me more confident to move forward with this stuff. Honestly, communication is the MOST important thing for these kids. I wish we could really focus more intently on communication at first." My student's behavior decreases when he can tell me he wants Zaxby. I understand why he's acting out and we can talk about it. It creates a relationship with the student. Now I feel like we have a connection."

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**Step 1: Choose the Targets**  
How do we decide words and messages to we teach first?

- A** Ask the AAC user, their family, friends, helpers & other partners for lists of favorite people, places & topics.
- B** Observe the AAC user's interactions in their typical environments. Consider the demands of the environments, and what they are already "saying" non-symbolically (behaviors, gestures, expressions). What would help them connect with their peers and adults more?
- C** Consider developmental norms for vocabulary, language and pragmatic development.

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**Home & School Word List Surveys**

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Ask, Observe & Research

Step One Target Worksheet

ASK

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Observational Assessment Tools

What is the student ALREADY communicating?

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Communication Matrix (Questionnaire)

- Observation or survey with partners
- Summary chart
- Forms of communication
- Functions of communication

Conventional gesture

Reject or refuse

"I don't want that!"

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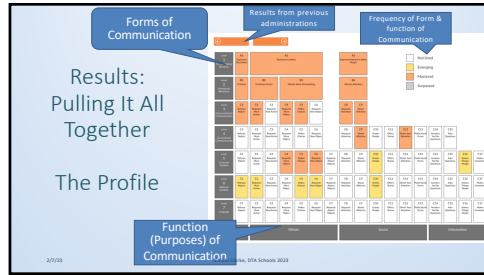
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Communication Sampling & Analysis

- Observation of communication exchanges
- Coding of form of communication
- Coding of function of communication
- Data analysis

I love you!

Sharing information  
eye gaze,  
discrete motor movement,  
proximity

<https://csa.acts-at.com/>

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DATA!

Does our communication system allow for these messages to be communicated?

Communicative Means Graph

Communication Function Graph

2/7/23

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Developmentally Appropriate & Impactful Words/Messages

**Core Word Classroom**  
Taking off with Communication, Language & Literacy

**RESEARCH**

**Classroom Communication Goals Grid** (School Communication Skills Development)

Standardized Test, Checklists and Research Articles

Core Word Classroom: High Frequency "Power Words" for the Classroom

Classroom Communication Goals Grid (School Communication Skills Development)

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Step Two:  
Train how to produce the word/message

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Step Two: TRAIN  
"Speech Therapy!"

**TRAIN**  
Practice saying the word or message in structured activities.

**TARGET**  
Choose the word or message.

**1**  
What words & message??

**2**  
Where are the words? How do I say them?

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Partners: Find the word in your student's system

Partners: Learn how to produce the word.

Student: Passive Learning-See the word in action

Partners: Model word for student

Student: Practice word for fun.

**STEP 2: TRAIN the TARGET WORD**  
Step by Step Introduction

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**CORE WORD CLASSROOM**

**GET READY!** How to model!

Model the word "CAN" the way you hear it. Use a communication device to say the word. Use a communication board or book to say the word.

Find the Word, See the Word, Try the Word

**WHERE IS MY WORD? CAN** Communication Device

**WHERE IS MY WORD? CAN** Communication Board or Book

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Practice the Word for Fun!

Favorite Apps for Teaching AAC Core Vocabulary

Apps to Target Labeling, Naming Words

DTA Schools Library-Core & Theme Books

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Example:  
AAC Visually Adapted Core Word Book



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...or any engaging activity that allows the student to practice “saying” the new word/message using their AAC system (or speech!)



No boring drill!

Changeable image game pieces- add symbols!  
[AutismResource.com/resources](#)

Toys with pieces you can name-alphabet, nouns, etc.

Interactive core word books- TPT and other authors

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...including quality children’s literature that uses target word(s)



CORE Vocabulary

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...and our favorite therapy toys!

**Goals:**

- Practice navigating the AAC system to describing words, game topics, social pages, core words
- Core words "go," "turn," "do," "like," "not"
- Adjectives- wet/dry, gross, loud, messy, fun, favorite
- Social Messages- "don't like it," "exciting!" "my turn," "stop it!" "oh no!"



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Step Three:  
Take In by  
watching other  
people using  
the word or  
message

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Step 3: Take In



**1**  
What words & messages??

**2**  
Where are the words? How do I say them?

**3**  
When do I use these words & messages?

**TARGET**  
Choose the word or message.

**TRAIN**  
Practice saying the word or message in structured activities.

**TAKE IN**  
Watch partners use the word or message in typical situations.

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**Modeling:  
"I do!"**

When do I use these words & messages?

Student watches partners use the word or message in typical situations.

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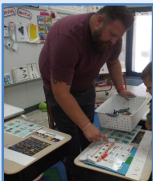

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Moving to spontaneous, real-time communication!

Structured Activities-Language Arts

Unstructured Activities- Lunchtime

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**"Stop, Said the Cop:" Modeling in Structured Activities**

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Planning for embedded instruction:  
or... "when do I model the new word or message?"

Routine Activity Based Modeling

Lesson Planning for Communication

DTA Schools

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Planning for Routine Activities

OBSERVE

Communication Environment Schedule Analysis

DTA Schools

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PreK

Middle School

Rotating Routine Communication Targets

DTA Schools

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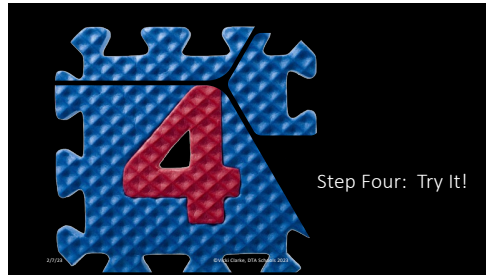
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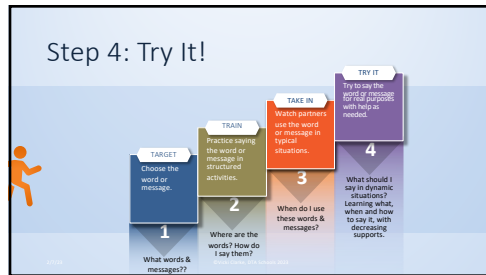
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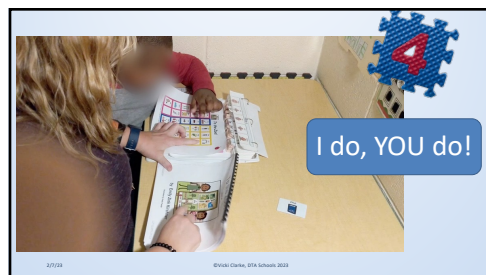
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**Try It: In Structured Settings**

*With speech or AAC, say the word or message independently for your own real purposes.*

Typically occurs in a therapy or classroom setting in activities planned and directed by a partner.

Autonomous messages are produced within the activity. Student is selecting messages they want to say independently.



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**Step Five: TALK**  
Say what you want to say, when you want to say it!

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**Step 5: TALK!**



**1** **TARGET**  
Choose the word or message.

**2** **TRAIN**  
Practice saying the word or message in structured activities.

**3** **USE**  
Use the word or message for real purposes with help as needed.

**4** **LEARN**  
What situations are typical? When and how to say it, with decreasing supports.

**5** **TALK**  
With speech or AAC, say the word or message independently for your own real purposes.

How do I choose what to say, when to say it and remember how to say it?

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**TALK in Structured Activities**



*With speech or AAC, say the word or message independently for your own real purposes.*

Typically occurs in a therapy or classroom setting in activities planned and directed by a partner.

Autonomous messages are produced within the activity. Student is selecting messages they want to say independently.

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**TALK in Typical Unstructured Settings**

*With speech or AAC, say the word or message independently for your own real purposes.*

The interaction is naturally occurring, and communication is not the goal.

**Communication is the tool we use to interact within the naturally occurring activities!**



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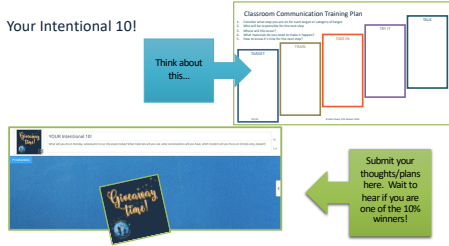
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**Your Intentional 10!**

Think about this...



**Classroom Communication Training Plan**

Submit your thoughts/plans here. Wait to hear if you are one of the 10% winners!

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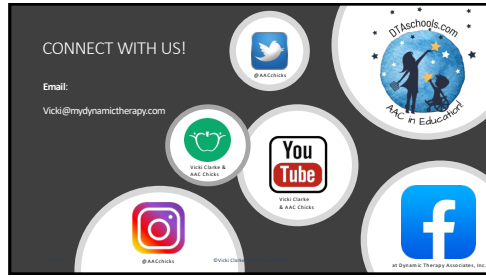
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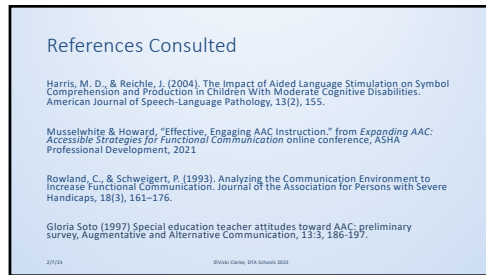
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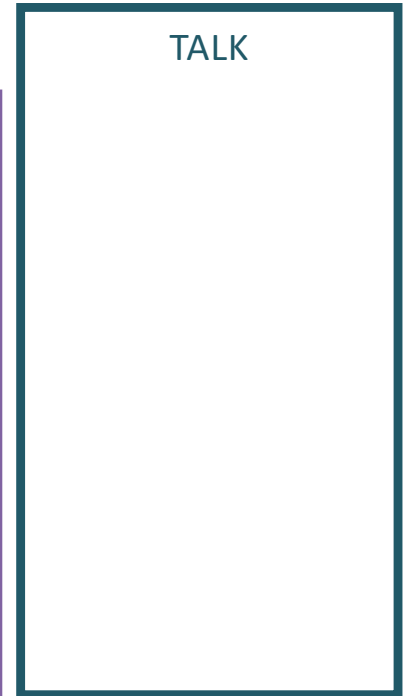
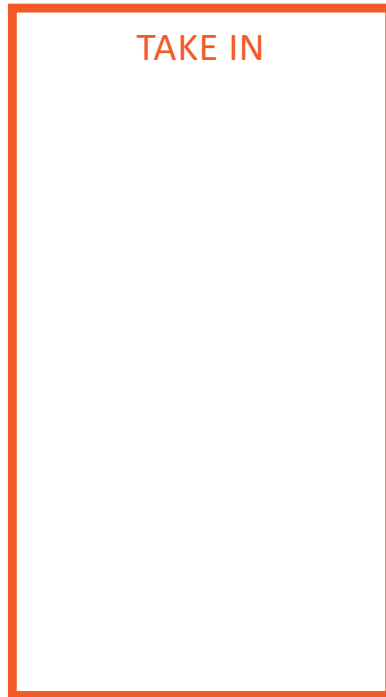
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# Classroom Communication Training Plan

1. Consider what step you are on for each target or category of target.
2. Who will be responsible for the next step
3. Where will this occur?
4. What materials do you need to make it happen?
5. How to know it's time for the next step?





# AAC 101: Steps of Learning Process

For implementation planning and AAC system customization!

## STEP ONE: TARGET

Student	
Planning Date(s)	
Team Members	
Communication Modalities	

Preferred Topics, Items, People & Activities (*favorite places, favorite snack, people*)

*\*Use [Home & Community Word list](#) and [Classroom Word List](#) tools to develop specific word lists for the student.*

Self-initiated student messages (These are often communicated in non-symbolic methods- gestures, behaviors, facial expression, sounds or scripted language)

*\*[Communication Sampling and Analysis](#) is recommended if these messages aren't obvious. Gather video samples of the student interacting with and around other people.*

Environmentally Based Messages (What words and messages initiate and sustain social interactions and meet basic communication needs?)

A. What words or messages would help the student engage with peers and teachers?

B. What messages would allow the student to self-advocate for personal hygiene, physical or sensory needs?

## Communication & Language Developmental Norms & Frequency Based Words/Messages

- C. High Frequency Words/Message the student needs to learn to be more effective (*core vocabulary words*)

*\*Consider high frequency word lists such as [Project Core](#) (Carolina Center for Literacy & Disabilities Studies)*

- D. Language Development Goals (single word vocabulary, phrase/sentence generation, word endings, social/pragmatic language etc.)

*\*Refer to speech and language evaluation information: developmental norms, standardized testing, checklists.*






## Where to Begin?

Start teaching words and messages identified in Section A & B: **Preferred Topics, Items, People & Activities** and **Self-initiated student messages**. These are messages that the student already is motivated in communicating. Targeting these messages will result in a higher rate of learning and functional use of AAC system. These messages begin the process of moving the student toward autonomous communication.

# Classroom Communication Lesson Planning

## Lesson/Activity Description

## Lesson Schedule Classroom Communication Goals Targeted

					
Lesson Schedule	Wants & Needs	Greetings/Social Exchanges	Sharing Comments, Opinions, Info	Language Development	Communication for Academics
Day 1					
Day 2					
Day 3					
Day 4					





Vocabulary/Message Goals	Emergent-Level 1	Context Dependent-Level 2	Moving Toward Independence-Level 3	Message/Symbol Location In Environment
Core Word Targets				
Fringe/Academic Word Targets				
Social Phrases/Context Based Messages				
Differentiation: Materials Presentation				

# Language Development Resources

## Core Vocabulary Master List: From Project Core

The core words below are an example of the initial 36 words recommended by the Center for Literacy and Disability Studies, University of North Carolina, Chapel-Hill. The words are listed basically in a suggested order of instruction from top to bottom, left to right. These core words were selected from several master lists with an emphasis on academically relevant terms.

As you are selecting your initial core word targets, consider which words are most salient for your student. As you consider increasing the length of phrases, pair a known core words first then add new words

like 	want 	get 	make 	good 	more 	
not 	go 	look 	turn 	help 	different 	
I 	he 	open 	do 	put 	same 	
you 	she 	that 	up 	all 	some 	
it 	here 	in 	on 	can 	finished 	
where 	what 	why 	who 	when 	stop 	

Accessed on-line at <http://www.project-core.com/36-location/> Other symbol sets are available as are other presentations ex: eye gaze, scanning charts etc.

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## Sample Lesson Plan

### Lesson/Activity Description

Reading Time: "Lily's Special Star"

Teacher reads story with an emphasis on different classroom goals during each daily lesson. Initially teacher reads and models communication targets. Students increase participation over several presentations

### Lesson Schedule Classroom Communication Goals Targeted

Lesson Schedule					
	Wants & Needs	Greetings/Social Exchanges	Sharing Comments, Opinions, Info	Language Development	Communication for Academics
Day 1	read book with students, context based messages only		model offering opinion, "I like that!"		
Day 2			ask students to offer opinion on items in text	read book, focus on core words related to reading	
Day 3					read book, target single academic target words
Day 4	request tools for writing- pencil, markers; glue & scissors for level 1-2 etc.			read book, have students pair their core word with an academic word for writing	

Vocabulary/Message Goals	Emergent-Level 1	Context Dependent-Level 2	Moving Toward Independence-Level 3	Message/Symbol Location In Environment
Core Word Targets	go stop I you	like not do you go you stop I go	who what why I like not like do it you go I do it	core word page on device  Project Core boards  Big Core Interactive Board  Smart Board with AAC Software-core page
Fringe/Academic Word Targets	sun	sun star earth	sun light star heat earth	On AAC software: word list → school → science → astronomy  word list → school → weather (sun only)  Science Display in Classroom
Social Phrases/Context Based Messages	read it turn the page	What is that? Can I see it?	Let me read it! What's that word?	On AAC software: topics → reading topic  Reading Activity Board  Let's Read Classroom Display
Differentiation: Materials Presentation	Cut out of sun photo, hot water bottle (heat), lamp (light), ball (earth)	Photographs: sun, earth, star	Picture symbols/written words: sun, light, star, heat, earth	

PCS Symbols shown on the Core Word Board are licensed by, and used with permission from Tobii Dynavox following expressed attribution requirements.

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Pittsburgh, PA 15203

Phone: 1 (800) 588-4548  
Fax: 1 (866) 585-6260

Email: [mayer-johnson.usa@mayer-johnson.com](mailto:mayer-johnson.usa@mayer-johnson.com)  
Web site: [www.mayer-johnson.com](http://www.mayer-johnson.com)

# Classroom Communication Environment

## Schedules, Messages and Goals






Student: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_ Planning Date: \_\_\_\_\_






### Type of Schedule (check one)

- Typical Day
- Frequent Special Events (specials)
- Infrequent Important Events (ex: Special Olympics)






**Directions:** Write down the activities as they occur throughout the day/week. Place a check mark under the goals which might be accomplished during this activity. List the words the student might need during the activity, ex: during lunch: “tray,” “trash,” “milk..” List the messages the student might need during the activity, ex: “I’m hungry.” Or “My lunch number is 12345.” Where are these messages located on the AAC system? Which page, which device, what method (ASL, Activity Board, Gestures..)

Activity & Environment  (name of activity, location and people involved)	Classroom Communication Goals to Target					Messages Needed (list terms/words and complete phrases needed)	Method/Location (how student communicates messages, where on AAC system are these located?)
	Wants & Needs 	Greetings & Social 	Sharing & Opinions 	Language Development 	Academic Knowledge 		

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Activity & Environment (name of activity, location and people involved)	Classroom Communication Goals to Target					Messages Needed (list terms/words and complete phrases needed)	Method/Location  (how student communicates messages, where on AAC system are these located?)
	 Wants & Needs	 Greetings & Social	 Sharing & Opinions	 Language Development	 Academic Knowledge		

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Activity & Environment  (name of activity, location and people involved)	Classroom Communication Goals to Target					Messages Needed (list terms/words and complete phrases needed)	Method/Location  (how student communicates messages, where on AAC system are these located?)
	Wants & Needs 	Greetings & Social 	Sharing & Opinions 	Language Development 	Academic Knowledge 		

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## Classroom Communication Environment

Targeted Vocabulary Categories- list general vocabulary encountered at school

<b>Classmates/Peers Names</b>	<b>Teachers/Staff Names</b>	<b>Classroom Materials</b>
<b>Calendar/Time Words (ex: months, weather...)</b>	<b>Specials/Connections Classes (ex: art, chorus..)</b>	<b>School Places (ex: library, gym, cafeteria, office...)</b>
<b>Centers/Work Stations (ex: work boxes, computer...)</b>	<b>Outings/Events (ex: field trips, Special Olympics)</b>	<b>Leisure Activities/Items (ex: puzzles, videos, iPad)</b>

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Monthly Themes	English/Language Arts Concepts	Math Concepts
Science Units/Concepts	Social Studies Units/Concepts	Other:

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# Classroom Word List for Students Using AAC

For implementation planning and AAC system customization!

Student(s) Name(s)	
School/District	
Person(s) Completing Form	
Contact Email/Phone	
Teacher(s)' Name	
SLP's Name	
Date of Form Completion	

Names of additional therapists and school staff

Names of students in child's classroom

Names of other important friends and peers

**What materials do you use in class? (mark all that apply)**

- |                                       |                                   |                                 |
|---------------------------------------|-----------------------------------|---------------------------------|
| <input type="radio"/> pencil          | <input type="radio"/> paper       | <input type="radio"/> laptop    |
| <input type="radio"/> pen             | <input type="radio"/> glue        | <input type="radio"/> folder    |
| <input type="radio"/> colored pencils | <input type="radio"/> Smart Board | <input type="radio"/> workboxes |
| <input type="radio"/> markers         | <input type="radio"/> iPad        | <input type="radio"/> notebook  |
| <input type="radio"/> crayons         | <input type="radio"/> Chromebook  | <input type="radio"/> bookbag   |

Other:

**What are the common places at school students visit? (Check all that apply)**

- |                                      |   |   |
|--------------------------------------|---|---|
| <input type="radio"/> Bathroom       | <input type="radio"/> Music Room          | <input type="radio"/> Gym                   |
| <input type="radio"/> Bus Port       | <input type="radio"/> Library             | <input type="radio"/> Auditorium            |
| <input type="radio"/> Front Office   | <input type="radio"/> Speech Therapy Room | <input type="radio"/> Playground            |
| <input type="radio"/> Nurse's Office | <input type="radio"/> Sensory Room        | <input type="radio"/> Outside- Sports field |
| <input type="radio"/> Cafeteria      | <input type="radio"/> OT / PT             |   |

Other:

**What centers or workstations do you have in your classroom?**

**Does your students change classes? if so, please list the classes.**

**Do you go on CBI, outings or field trips? If so, where do you go?**

**Do you have leisure activities in your class? (Check all that apply)**

- |                                    |                                     |                                   |
|------------------------------------|-------------------------------------|-----------------------------------|
| <input type="radio"/> iPad         | <input type="radio"/> videos        | <input type="radio"/> movie       |
| <input type="radio"/> tablets      | <input type="radio"/> YouTube       | <input type="radio"/> drawing     |
| <input type="radio"/> inside swing | <input type="radio"/> bike          | <input type="radio"/> coloring    |
| <input type="radio"/> puzzles      | <input type="radio"/> resting mat   | <input type="radio"/> bean bag    |
| <input type="radio"/> books        | <input type="radio"/> trampoline    | <input type="radio"/> take a walk |
| <input type="radio"/> toys         | <input type="radio"/> sensory Items | <input type="radio"/> Other:      |

Please provide additional information and/or words the leisure activities checked off.

**What General Education subjects is the student learning?**

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| <input type="radio"/> English       | <input type="radio"/> Science        |
| <input type="radio"/> Language Arts | <input type="radio"/> Social Studies |
| <input type="radio"/> Math          |                                      |

Please provide additional information and/or words for the subjects checked off.

**What Adapted Curriculum(s) are you using?**

- Tell Me AAC
- Read it Once Again
- Unique Learning
- News-2-You
- Boardmaker Core First Learning
- Boardmaker Reading Avenue
- Boardmaker Expedition Education
- Boardmaker Book Bridge 2nd-3rd Grade Band
- Boardmaker Book Bridge 4th-5th Grade Band

Please provide additional information and needs for your adapted curricula.

**What activities does your class routinely engage in?**

- class/household chores
- life skills
- cooking
- recycling
- coffee shop
- school store
- morning meeting/circle time
- calendar/weather time
- arrival/dismissal

Please list other routine classroom activities:

**Do you have snacks or drinks in your classroom? If so, please list what they are.**

**If you have additional information or words you want to add to your students' vocabulary, please list them here.**

**Please share photos of the following:**

- important school staff (teachers, paraprofessionals, support staff)
- classmates and important peers
- specific areas of your classroom that may be helpful for your student to be able to talk about. (ex: specific centers, desk, etc)
- photos of specific areas around school that your students regularly visit (bus port, office, cafeteria) if these are helpful for your student(s) to understand

*These can be emailed to your SLP or AAC/AT Specialist for inclusion on developing AAC systems.*



# Home Word List for Students Using AAC

For implementation planning and AAC system customization!

Student's Name	
School/District	
Person(s) Completing Form & Relationship (parent, sibling..)	
Contact Email/Phone	
Teacher's Name	
Date of Form Completion	

## Names of private therapists and any other helpers

## Who are the important people in your child's life? (Family, Friends, Doctors, etc)?

## What are the common places in your home? Check all that apply.

- Bathroom
- Dining room
- Garage
- Kitchen
- Bedroom
- Playroom
- Family room
- Backyard
- Living room
- Front yard

Others:

**What does your child to do for fun (toys, videos, books, outdoor activities, others)?**

**If your child watches TV or videos, what shows and characters do they like?**

**Does your child have any favorite places (parks, recreation areas, etc.)?**

**What are your child's favorite foods?**

**What stores do you regularly visit?**

- Walmart
- Publix
- Kroger
- Food Lion
- Target
- Big Lots
- Aldi
- Ross
- Ingles
- Best Buy
- Walgreens
- CVS
- Dollar Tree
- Dollar General
- Michael's
- Hobby Lobby

**Other Retailers?**

**What restaurants, if any, do you regularly visit?**

- McDonald's
- Burger King
- Wendy's
- Chick-Fila
- Bojangles
- Krystal's
- Hardee's
- Chili's
- Applebee's
- Cheeseburger Bobby's
- Five Guys
- Pizza Hut
- CiCi's Pizza
- Domino's
- Little Ceasar's

**Other Restaurants?**

**If you have additional information or words you want to add to your child's AAC communication system, please list them here.**



**Please share photos of the following:**

- Family members living in home
- Other friends and family
- Photos of specific local places your family visits
- Family pets
- Specific favorite items

*These can be emailed to your SLP or AAC/AT Specialist for inclusion on developing AAC systems.*

