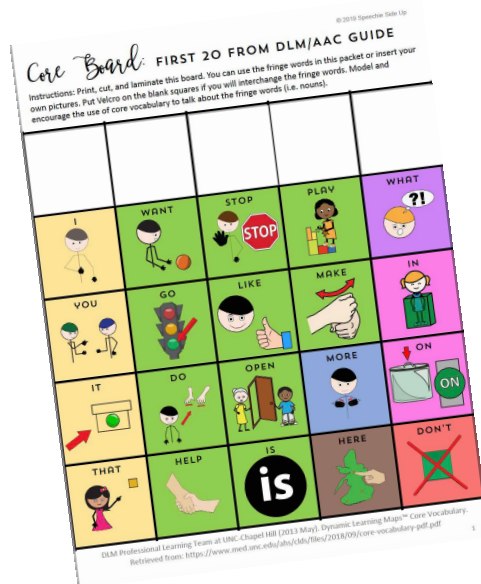


AAC IMPLEMENTATION

Core Word

OF THE WEEK



aac implementation self-assessment

Instructions: Have every member on the student's AAC implementation team complete this form at the beginning of the school year or when the device is first introduced. Then have the same staff members complete this form again following device training and/or at least one-month post implementation to see if additional training is needed.

RATING SCALE:
1 = NOT COMFORTABLE (NEED TRAINING)
2 = SOMEWHAT COMFORTABLE (NEED MORE PRACTICE)
3 = VERY COMFORTABLE (NO TRAINING NEEDED)

NAME: _____ DATE: _____

- How do you feel about basic operations of the AAC system (i.e. turning off/on, volume up/down, charging)?
- How do you feel about operating the language program (i.e. finding words, editing buttons, adding words)?
- How do you feel about implementing a core vocabulary approach?
- How do you feel about using aided language stimulation?
- How do you feel about using the AAC device for communication purposes throughout the day and integrating it with the curriculum?
- How do you feel about teaching literacy skills with the AAC system?
- How do you feel about using descriptive teaching instead of referential teaching?
- How do you feel about using a prompt hierarchy to promote independent use of the device?
- How do you feel about using principles of typical language development to promote spontaneous novel utterance generation (SNUG)?
- How do you feel about modeling on the device for at least 3 different communicative functions (i.e. protesting, requesting, asking questions, directing)?

(OPTIONAL) Is there anything else you want to learn more about this year?

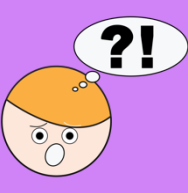
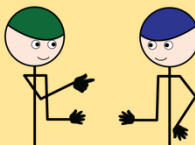
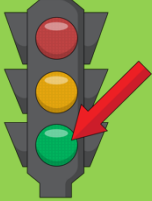
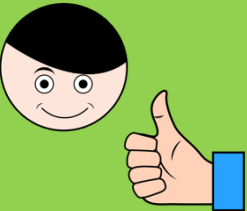
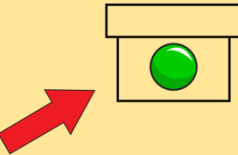
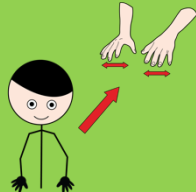
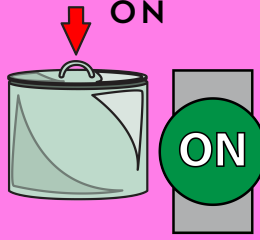
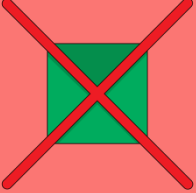
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FREE RESOURCES FOR ONE MONTH:

- CORE/FRINGE BOARD
- BADGE INSERTS (COLOR-CODED & EDITABLE)
- CORE WORD OF THE WEEK SIGNS
- ONE MONTH EDITABLE PLANNER
- DATA TRACKING WRISTBANDS
- AAC SELF ASSESSMENT

Core Board: FIRST 20 FROM DLM/AAC GUIDE

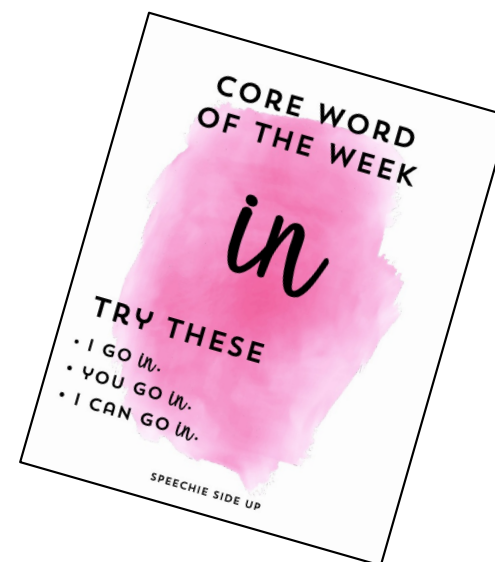
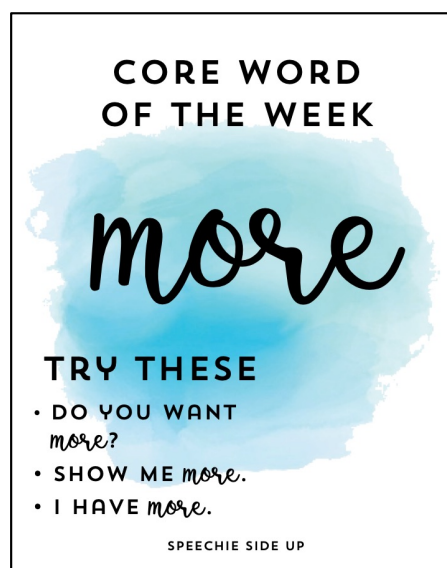
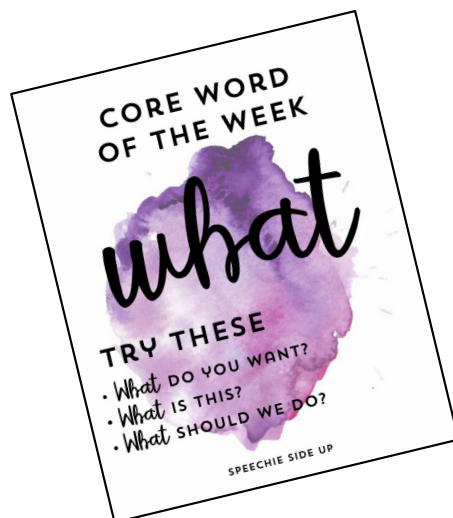
Instructions: Print, cut, and laminate this board. You can use the fringe words in this packet or insert your own pictures. Put Velcro on the blank squares if you will interchange the fringe words. Model and encourage the use of core vocabulary to talk about the fringe words (i.e. nouns).

I 	WANT 	STOP 	PLAY 	WHAT 
YOU 	GO 	LIKE 	MAKE 	IN 
IT 	DO 	OPEN 	MORE 	ON 
THAT 	HELP 	IS 	HERE 	DON'T 

AAC IMPLEMENTATION

Core Word Of The Week

NAME BADGE INSERTS & SIGNS



INCLUDES:

- 8 BADGE INSERTS
- SAMPLE PHRASES FOR EACH TARGET WORD
- FITZGERALD COLOR CODING
- EDITABLE BADGE TEMPLATES
- CORE WORD OF THE WEEK SIGNS

how to use this resource

This resource has a variety of options to fit your needs. Here are some ideas on how you can use the badge inserts to target a core word of the week:

Wear them!



Print out the badge inserts and cut along the lines. You may want to use card stock so these slide into your name badge easier. Alternatively, you can use luggage tags and attach it to the student's device.

Print it!



Print, cut, laminate, and use Velcro or tape to put up the core word of the week sign. Place the sign in a visible location and swap out the core word each week.

Create your own!



There are customizable badge inserts in this resource. Feel free to fill in your own symbols. **Note: You need Adobe to edit this document. You can download Adobe Reader [here](#) for free.**

Please note:

- This resource is meant to be a core word of the week guide for staff. Make sure to check out the **free monthly Core Word of the Week Implementation Ideas** resource in [my TPT store](#) for inspiration on how to target these words with books, videos, activities, and more!
- You also have the option to insert **device-specific symbols**. Please see the next page for instructions on how to do this if you are interested.

how to insert symbols

Although this resource is meant for staff, you might still find it helpful to include symbols. This is so team members can easily identify the target word on a student's device.

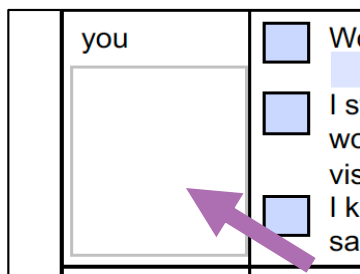
Unfortunately, software owners of the language programs on AAC devices have strict policies and require licensing agreements for me to use their symbols in my paid resources. Thus, you will need to get pictures of the symbols in order to include them in this resource.

Some common symbols include PCS®, SymbolStix®, and Minspeak®. I used Smarty Symbols™ in this resource for the examples. I decided not to include them for all of the words since these are not the same symbols as the ones on your student's device.

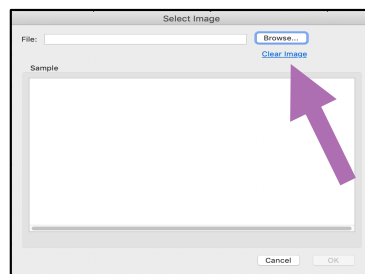
Depending on your student's AAC system, I would recommend checking out Boardmaker Online® or reaching out to your student's device manufacturer to see if they can send you the jpeg files to use in visual supports for your student.

I would not worry if you are not able to get access to the symbols as most devices have a word search feature nowadays. If you show your staff how to use this feature, then they won't need the symbols to find words.

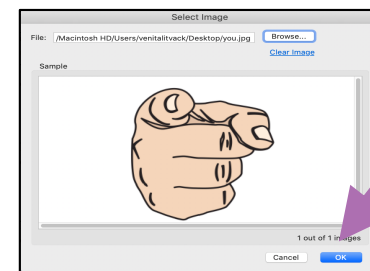
If you are able to get the symbols in the form of jpegs, then here are the steps:



1) Click on the empty box



2) Click browse and find the picture on your computer



3) Click OK

Note: You need Adobe to edit this document. You can download Adobe Reader [here](#) for free.

CORE WORD
OF THE WEEK

more

TRY THESE

- DO YOU WANT MORE?
- SHOW ME MORE.
- I HAVE MORE.

CORE WORD
OF THE WEEK

you

TRY THESE

- I LIKE YOU.
- YOU USED YOUR WORDS!
- WHAT DO YOU WANT?

CORE WORD
OF THE WEEK

I

TRY THESE

- I LIKE THAT.
- I WILL DO IT.
- I CAN HELP.

CORE WORD
OF THE WEEK

help

TRY THESE

- DO YOU NEED HELP?
- CAN YOU HELP ME?
- LET'S HELP THEM.

CORE WORD
OF THE WEEK

want

TRY THESE

- WHAT DO YOU WANT?
- I WANT A TURN.
- YOU WANT IT.

CORE WORD
OF THE WEEK

go

TRY THESE

- MAKE IT GO!
- LET'S GO FOR A WALK.
- WHERE DOES IT GO?

CORE WORD
OF THE WEEK

like

TRY THESE

- I LIKE IT.
- DO YOU LIKE IT?
- IT LOOKS LIKE...

CORE WORD
OF THE WEEK

that

TRY THESE

- I LIKE THAT!
- THAT IS FUNNY!
- YOU WANT THAT.

CORE WORD
OF THE WEEK

more

TRY THESE

- DO YOU WANT MORE?
- SHOW ME MORE.
- I HAVE MORE.

CORE WORD
OF THE WEEK

you

TRY THESE

- I LIKE YOU.
- YOU USED YOUR WORDS!
- WHAT DO YOU WANT?

CORE WORD
OF THE WEEK

I

TRY THESE

- I LIKE THAT.
- I WILL DO IT.
- I CAN HELP.

CORE WORD
OF THE WEEK

help

TRY THESE

- DO YOU NEED HELP?
- CAN YOU HELP ME?
- LET'S HELP THEM.

CORE WORD
OF THE WEEK

want

TRY THESE

- WHAT DO YOU WANT?
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CORE WORD
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CORE WORD
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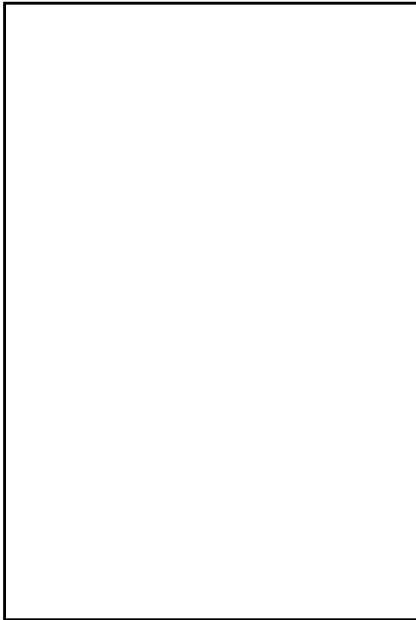
that

TRY THESE

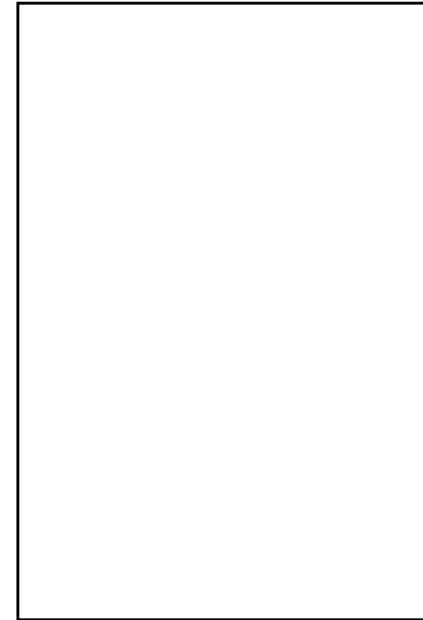
- I LIKE THAT!
- THAT IS FUNNY!
- YOU WANT THAT.

Instructions: Cut out the visuals below. Laminate and put in a place where it can easily be seen by staff members (e.g. door, classroom wall, white board, etc). Use copies of the badge visuals to swap out the core word each week.

Our word of
the week is:



Our word of
the week is:



AAC IMPLEMENTATION

Core Word

OF THE WEEK PLANNERS

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Core Word Planner: JANUARY

Instructions: This is just an example. Use the monthly templates to customize your core word of the week plan. Plan your lessons/goal for each day based on the target word and prompt for that day of the week. Use the editable template on page 14 if you want to pick your own target words.

CORE WORD OF THE WEEK:	<i>Monday</i> FIND THE WORD, PUT UP VISUAL SUPPORTS, AND USE SAMPLE PHRASES.	<i>Tuesday</i> MODEL THE WORD AT LEAST 10 TIMES DURING A PREFERRED ACTIVITY.	<i>Wednesday</i> MODEL THE WORD DURING AT LEAST TWO NEW ACTIVITIES.	<i>Thursday</i> FADE PROMPTING IF THE STUDENT IS READY.	<i>Friday</i> HOW COULD YOU EXPAND ON THE WORD IF THE CHILD USES IT INDEPENDENTLY?
more	✓ Word location: on the home page ✓ I swapped out the word of the week visuals. ✓ I know the sample phrases.	Activity: Playdoh Phrase I will use: You need more.	Activity 1: Morning meeting Phrase I will use: How many more days left? Activity 2: Lunch Phrase I will use: Would you like more?	✓ I gave the student at least 10 seconds to respond or initiate communication on each trial.	Want + more
you	✓ Word location: in the pronouns category ✓ I swapped out the word of the week visuals. ✓ I know the sample phrases.	Activity: Balloons Phrase I will use: You do it.	Activity 1: Morning meeting Phrase I will use: You are here today. Activity 2: Reading Phrase I will use: You read.	✓ I gave the student at least 10 seconds to respond or initiate communication on each trial.	you + do
I	✓ Word location: in the pronouns category ✓ I swapped out the word of the week visuals. ✓ I know the sample phrases.	Activity: Reading Phrase I will use: I want to read.	Activity 1: Science Phrase I will use: I know the answer. Activity 2: Arts & Crafts Phrase I will use: I want to see yours.	✓ I gave the student at least 10 seconds to respond or initiate communication on each trial.	I + want
help	✓ Word location: under actions ✓ I swapped out the word of the week visuals. ✓ I know the sample phrases.	Activity: Math Phrase I will use: Do you need help?	Activity 1: Arts & Crafts Phrase I will use: Do you need help? Activity 2: Math Phrase I will use: You can ask for help.	✓ I gave the student at least 10 seconds to respond or initiate communication on each trial.	Need + help

INCLUDES:

- SAMPLE PLANNER
- ONE MONTH EDITABLE PLANNER
- 4 CORE WORDS

how to use this resource

This resource has a variety of options to fit your needs. Here are some ideas on how you can use the planners to target a core word of the week:

Customize!



This resource is highly customizable to fit the needs of you and your student(s). The month, activity, and target phrases were purposefully left blank so that you can choose a timeline that works best for you, an activity that your student prefers, and phrases that are developmentally appropriate. Refer to the sample page for examples.

Print and go!



Print these sheets and write directly on the page. You can also laminate one, hang it up in your room, and use a dry erase marker to plan by month.

Create your own!



There is a customizable planner in this resource. Feel free to fill in your own symbols and phrases. Note: You need Adobe to edit this document. You can download Adobe Reader [here](#) for free.

Please note:

- This resource is meant to be a core word of the week guide for staff. Make sure to check out the **free monthly Core Word of the Week Implementation Ideas** resource in [my TPT store](#) for inspiration on how to target these words with books, videos, activities, and more!
- You also have the option to insert **device-specific symbols**. Please see the next page for instructions on how to do this if you are interested.

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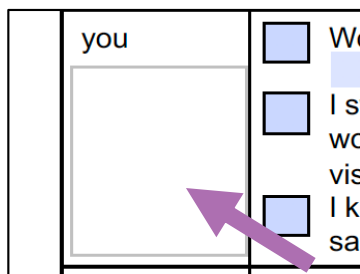
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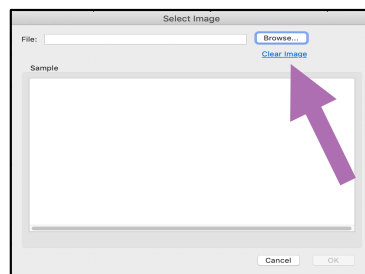
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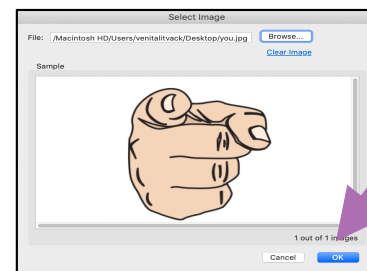
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3) Click OK

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Core Word Planner: JANUARY

Instructions: This is just an example. Use the monthly templates to customize your core word of the week plan. Plan your lessons/goal for each day based on the target word and prompt for that day of the week. Use the editable template on page 14 if you want to pick your own target words.

CORE WORD OF THE WEEK:	Monday FIND THE WORD, PUT UP VISUAL SUPPORTS, AND USE SAMPLE PHRASES.	Tuesday MODEL THE WORD AT LEAST 10 TIMES DURING A PREFERRED ACTIVITY.	Wednesday MODEL THE WORD DURING AT LEAST TWO NEW ACTIVITIES.	Thursday FADE PROMPTING IF THE STUDENT IS READY.	Friday HOW COULD YOU EXPAND ON THE WORD IF THE CHILD USES IT INDEPENDENTLY?
more	✓ Word location: on the home page ✓ I swapped out the word of the week visuals. ✓ I know the sample phrases.	Activity: Playdoh Phrase I will use: You need more.	Activity 1: Morning meeting Phrase I will use: How many more days left? Activity 2: Lunch Phrase I will use: Would you like more?	✓ I gave the student at least 10 seconds to respond or initiate communication on each trial.	Want + more
you	✓ Word location: in the pronouns category ✓ I swapped out the word of the week visuals. ✓ I know the sample phrases.	Activity: Balloons Phrase I will use: You do it.	Activity 1: Morning meeting Phrase I will use: You are here today. Activity 2: Reading Phrase I will use: You read.	✓ I gave the student at least 10 seconds to respond or initiate communication on each trial.	you + do
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help	✓ Word location: under actions ✓ I swapped out the word of the week visuals. ✓ I know the sample phrases.	Activity: Math Phrase I will use: Do you need help?	Activity 1: Arts & Crafts Phrase I will use: Do you need help? Activity 2: Math Phrase I will use: You can ask for help.	✓ I gave the student at least 10 seconds to respond or initiate communication on each trial.	Need + help

Month: _____

CORE WORD OF THE WEEK:	Monday FIND THE WORD, PUT UP VISUAL SUPPORTS, AND USE SAMPLE PHRASES.	Tuesday MODEL THE WORD AT LEAST 10 TIMES DURING A PREFERRED ACTIVITY.	Wednesday MODEL THE WORD DURING AT LEAST TWO NEW ACTIVITIES.	Thursday FADE PROMPTING IF THE STUDENT IS READY.	Friday HOW COULD YOU EXPAND ON THE WORD IF THE CHILD USES IT INDEPENDENTLY?
more	☐ Word location: ☐ I swapped out the word of the week visuals. ☐ I know the sample phrases.	Activity: Phrase I will use:	Activity 1: Phrase I will use: Activity 2: Phrase I will use:	☐ I gave the student at least 10 seconds to respond or initiate communication on each trial.	Examples: Want + more Need + more More + drink
you	☐ Word location: ☐ I swapped out the word of the week visuals. ☐ I know the sample phrases.	Activity: Phrase I will use:	Activity 1: Phrase I will use: Activity 2: Phrase I will use:	☐ I gave the student at least 10 seconds to respond or initiate communication on each trial.	Examples: You + do You + make Help + you
I	☐ Word location: ☐ I swapped out the word of the week visuals. ☐ I know the sample phrases.	Activity: Phrase I will use:	Activity 1: Phrase I will use: Activity 2: Phrase I will use:	☐ I gave the student at least 10 seconds to respond or initiate communication on each trial.	Examples: I + like I + go Can + I
help	☐ Word location: ☐ I swapped out the word of the week visuals. ☐ I know the sample phrases.	Activity: Phrase I will use:	Activity 1: Phrase I will use: Activity 2: Phrase I will use:	☐ I gave the student at least 10 seconds to respond or initiate communication on each trial.	Examples: Help + me Help + you Need + help

AAC IMPLEMENTATION

Core Word Of The Week

DATA TRACKING WRISTBANDS

NUMBER OF TIMES I MODELED THE WORD TODAY: 	 when	TRY THESE: 1. WHEN IS IT? 2. WHEN SHOULD WE GO? 3. WHEN DID YOU GET HERE?	SPEECHIEIDUP
NUMBER OF TIMES I MODELED THE WORD TODAY: 	 she	TRY THESE: 1. SHE IS HERE. 2. WHERE IS SHE? 3. SHE IS GOING.	SPEECHIEIDUP
NUMBER OF TIMES I MODELED THE WORD TODAY: 	 can	TRY THESE: 1. CAN I HELP YOU? 2. YOU CAN DO IT. 3. CAN I PLAY?	SPEECHIEIDUP
NUMBER OF TIMES I MODELED THE WORD TODAY: 	 off	TRY THESE: 1. TURN IT OFF. 2. TAKE OFF YOUR BACKPACK. 3. IS IT OFF?	SPEECHIEIDUP
NUMBER OF TIMES I MODELED THE WORD TODAY: 	 some	TRY THESE: 1. I WANT SOME! 2. DO YOU WANT SOME? 3. YOU CAN HAVE SOME.	SPEECHIEIDUP
NUMBER OF TIMES I MODELED THE WORD TODAY: 	 drink	TRY THESE: 1. DO YOU WANT A DRINK? 2. LET'S GET A DRINK. 3. DRINK IT SLOWLY.	SPEECHIEIDUP

INCLUDES:

- 6 CORE WORD WRISTBANDS
- SAMPLE PHRASES FOR EACH TARGET WORD
- SPOT FOR DATA TRACKING
- FITZGERALD COLOR CODING

how to use this resource

This resource has a variety of options to fit your needs. Here are some ideas on how you can use it to track data:

Wear them!



Print, laminate, cut, and use Velcro or tape to put them on your wrist. Wear them when you are targeting the core word of the week, and use a dry erase marker to take data. Alternatively, you can skip the lamination and just use a pen to take data.

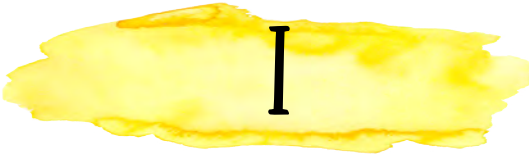
Print and go!



Print these sheets and record data directly on the page. You can also laminate them and use a dry erase marker across sessions to save paper.

Please note:

This resource is meant to be a core word of the week guide for staff. Make sure to check out the **free monthly Core Word of the Week Implementation Ideas** resource in [my TPT store](#) for inspiration on how to target these words with books, videos, activities, and more!

NUMBER OF TIMES I MODELED THE WORD TODAY: 	 more	TRY THESE: 1. DO YOU WANT MORE? 2. SHOW ME MORE. 3. I HAVE MORE.	SPEECHIESIDEUP
NUMBER OF TIMES I MODELED THE WORD TODAY: 	 you	TRY THESE: 1. I LIKE YOU. 2. YOU USED YOUR WORDS! 3. WHAT DO YOU WANT?	SPEECHIESIDEUP
NUMBER OF TIMES I MODELED THE WORD TODAY: 	 I	TRY THESE: 1. I LIKE THAT. 2. I WILL DO IT. 3. I CAN HELP.	SPEECHIESIDEUP
NUMBER OF TIMES I MODELED THE WORD TODAY: 	 help	TRY THESE: 1. DO YOU NEED HELP? 2. CAN YOU HELP ME? 3. LET'S HELP THEM.	SPEECHIESIDEUP
NUMBER OF TIMES I MODELED THE WORD TODAY: 	 want	TRY THESE: 1. WHAT DO YOU WANT? 2. I WANT A TURN. 3. YOU WANT IT.	SPEECHIESIDEUP
NUMBER OF TIMES I MODELED THE WORD TODAY: 	 go	TRY THESE: 1. MAKE IT GO! 2. LET'S GO FOR A WALK. 3. WHERE DOES IT GO?	SPEECHIESIDEUP

aac implementation self-assessment

Instructions: Have every member on the student's AAC implementation team complete this form at the beginning of the school year or when the device is first introduced. Then have the same staff members complete this form again following device training and/or at least one-month post implementation to see if additional training is needed.

RATING SCALE:

- 1 = NOT COMFORTABLE (NEED TRAINING)
- 2 = SOMEWHAT COMFORTABLE (NEED MORE PRACTICE)
- 3 = VERY COMFORTABLE (NO TRAINING NEEDED)

NAME: _____

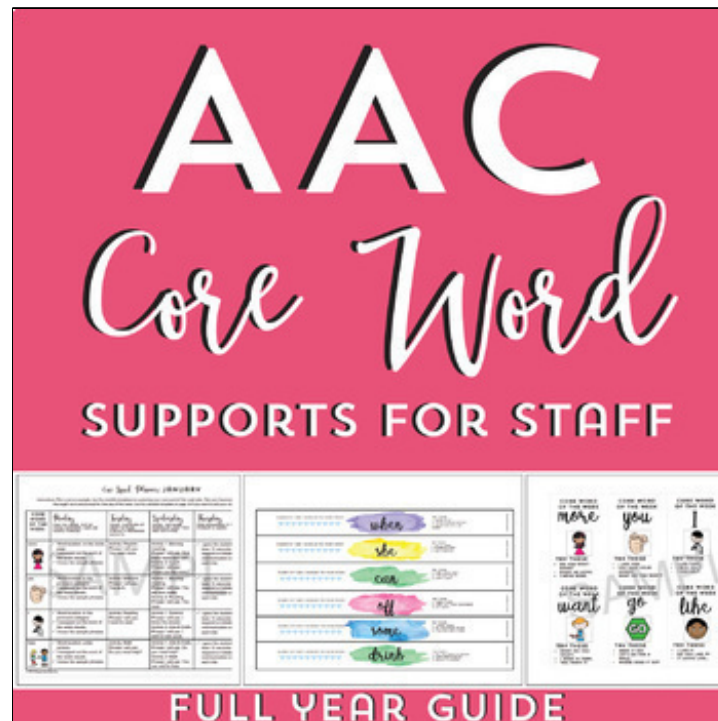
DATE: _____

1. How do you feel about basic operations of the AAC system (i.e. turning off/on, volume up/down, charging)? ☐
2. How do you feel about operating the language program (i.e. finding words, editing buttons, adding words)? ☐
3. How do you feel about implementing a core vocabulary approach? ☐
4. How do you feel about using aided language stimulation? ☐
5. How do you feel about using the AAC device for communication purposes throughout the day and integrating it with the curriculum? ☐
6. How do you feel about teaching literacy skills with the AAC system? ☐
7. How do you feel about using descriptive teaching instead of referential teaching? ☐
8. How do you feel about using a prompt hierarchy to promote independent use of the device? ☐
9. How do you feel about using principles of typical language development to promote spontaneous novel utterance generation (SNUG)? ☐
10. How do you feel about modeling on the device for at least 3 different communicative functions (i.e. protesting, requesting, asking questions, directing)? ☐

(OPTIONAL) Is there anything else you want to learn more about this year?

Ready to plan for the whole year?

**CHECK OUT THE FULL VERSION
FOR A YEAR'S WORTH OF CORE
WORD RESOURCES!**



Thank You!

THANK YOU FOR YOUR SUPPORT! I HOPE YOU FIND THIS PRODUCT USEFUL WHILE WORKING WITH YOUR STUDENTS.

I WOULD LOVE TO HEAR FROM YOU! FEEL FREE SHARE ABOUT THE USE OF THIS PRODUCT ON BLOGS AND/OR SOCIAL MEDIA, BUT PLEASE CREDIT SPEECHIE SIDE UP AND PROVIDE A LINK WHEN POSSIBLE.

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