

Core Words At Home Plan

Helpful Tips:




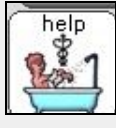








- **Core words** are the words we target that make up the majority of our speech
- To teach these words we model them across the day in a variety of routines and activities
 - **Modeling IS** pointing to the word and using it in your everyday conversations with your child
 - You do not need to hit an icon for each word you say. **Focus on the CORE WORDs** and maybe add one to two more
 - Example: If the core word is **MORE** you could:
 - **MODEL** “want more” **SAY** “You want more goldfish”
 - **MODEL** “go more” **SAY** “Push the car to go more”
 - Pausing after modeling a word or phrase and allowing time for your child to respond by gesture, word, or picture and making meaning out of what they say.
 - **Modeling IS NOT** requiring your students to touch the word on their device, but invite them to participate.
 - Avoid taking your child’s hand and making them select a picture or icon on the core board
 - If your child is not understood through actions of gestures you could say
 - “I wonder if your words on your IPAD could help you”, or
 - “Did you know we could use a word from your Core that I think would help me and others understand what you need”

The Plan and Procedure:

We will review our Core Words by embedding them into daily routines. This will allow multiple opportunities to practice throughout the week. They are designed to take less than 10-15 minutes. These are not extensive lists. Feel free to model additional words as you see fit.

Week 1: Core at Meal Times

Focus Words:

I		eat		not		help	
want		drink		you		finished	
more		like		good		need	

1 word:

- **Eat** – Model and teach this word while taking bites of a snack.
- **Drink** – Model and teach this word while taking a drink
- **Like**- model and teach this word after taking a bite
- **More**- model and teach this word by putting more food on their plate
- **Finished**- model and teach this word by selecting the icon before throwing items in trash.

2 word:








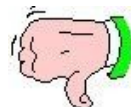




- **want more**- model when requesting more snack or meal item
- **need help**- model when trying to open an item or by gently sabotage your child's routine by "forgetting" to give him/her a necessary utensil or item
- **not good** - model when taking a bite and don't like what you have
- **You like?**- model asking child a question of what they are eating

Phrases:

- **I not like/I like drink/eat**- describing reaction to food tasted or your drink
- **You not finished**-requesting child to sit and eat/drink more or wait
- **I want more like you**- requesting similar item someone else has

Week 2: Music and Core

Focus Words:

turn		yes		play		good	
up		no		go		bad	
down		like		stop		more	

1 word:

- **Play** – model this word when pressing “play” on a CD player or MP3 player or computer
- **Go/Stop** – model this word when pressing “stop” or the pause button and go when push play
- **Up/Down** – Allow your child to direct you to modify the volume of the music
- **Good/bad**- model indicating preference of choice by modeling good then choosing a song or bad and changing the song

2 words:



- **Turn up/down**- model requesting music volume
- **Play more**- model requesting more of a song that just played
- **No like**- model after a song is played, sang, or watched
- **Yes more**- model when a song is done and want to hear another

Phrases:

- **Turn up more**- model when music needs to be louder
- **Play more(___)** - student can indicate song choice
- **Stop! Turn down**- model when music is too loud

Week 3: Getting dressed with Core

Focus Words:

get		need		off	
you		put		help	
look		on		color	

1 word:

- **look** – Teach your child to use this word to draw attention to him/herself
- **on/off** – Let your child direct you to put on/take off hats, gloves, etc
- **color**- have child select choice of what color to wear
- **help**- model requesting help when you see your child showing difficulty getting dressed

2 words:

- **Put on**-modeling when adding clothes to self or directing your child
- **Get color**-requesting your child to get a certain item of color
- **Look+ color**- Commenting on color choice and drawing attention
- **need help?**- Asking a question when your child may need assistance


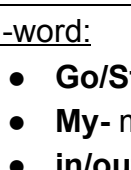
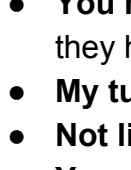
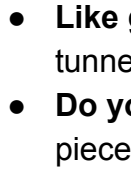
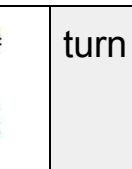
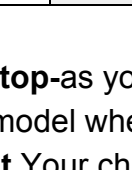
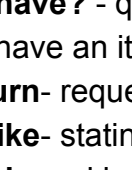
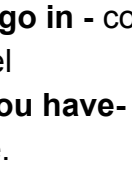

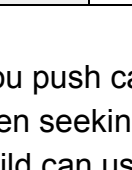
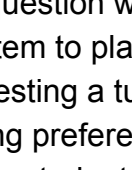
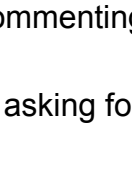
Phrases

- **You put on (___)**- modeling what they accomplished independently
- **You look(___)**- model complimenting your child
- **help get on/off (___)**-model when requesting assistance

Week 4: **Inside Play with CORE**

This week we are focusing on using CORE when your child is engaging in play activities can include video games, play-doh, cars/trucks, cards, or balls.

Focus Words:

go		turn		my		like	
stop		have		out		not	
get		you		in		do	

1-word:

- **Go/Stop**-as you push cars or roll a ball, playing video game
- **My**- model when seeking a toy you want
- **in/out** Your child can use these words to direct you to put Play-Doh cutter in/take Play Doh cutter out, car in/out tunnel
- **Get**- requesting item that is present or not

2-words:

- **You have?** - question when playing cards like Go fish or asking if they have an item to play with
- **My turn**- requesting a turn to play
- **Not like**- stating preference of game or activity
- **You do**- asking students to follow your lead in play













Phrases:

- **You not go** - model when it is not the other person's turn in a game or activity
- **Like go in** - commenting when a ball goes in a hoop or a car in tunnel
- **Do you have**- asking for a required item or specific toy or game piece.

Week 5: **Outside Play with CORE**

This week we are focusing on using CORE when your child is engaging in play activities outside: can include trampoline, play ground, or riding bikes

Focus Words:

go		turn		help		up	
stop		Fast		down		not	
look		slow		on		do	

1-word:

- **Go/Stop-** as you swing or ride bike directing when to go and stop
- **Look-** commenting for your child to look at something you see
- **turn-** request a turn from your child
- **help-** requesting assistance

2-words:

- **Go fast/slow/up/down/on** - directing speed of an activity or location
- **Not do-** telling your child not to do something or stating preference that you do not want to do that, something they suggested

Phrases:

- **Help go down-** need assistance climbing or getting off play structure
- **Stop, turn fast** - commenting something is going to fast
- **Do not go up** - model when your child needs to be aware of safety

