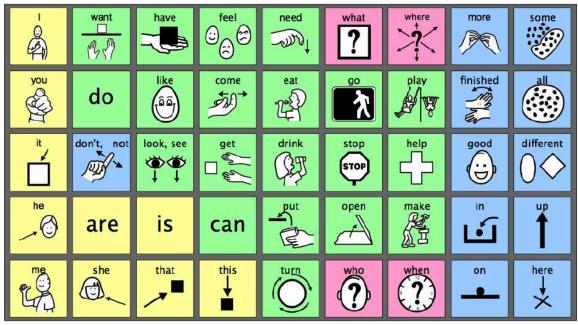
Modeling Core Language: Ideas for Beginners!

It can seem overwhelming to model core language for students who are using AAC. These charts offer a few ideas for modeling during three activities. Print out the chart that works for your student, then just take a big breath and jump in!



Note: The models shown are for the DLM Core 40 (+ 5), as supported by Deanna K. Wagner, CCC-SLP.

Sample Scripts for Modeling Core Language

The scripts on the next two pages are intended for:

- Adults who are beginners at modeling AAC systems. This might include:
 - **Parents** whose children just got an AAC system with core language
 - **Teachers and aides** who are learning how to model core language
 - **Friends** (including communication circle partners) who want to model language using the AAC system
- Students who are beginners at using AAC systems. I gave ideas for:
 - **Students who are not yet using their systems:** We still need to model, model model. That's how students will be successful!
 - **Students who are Stage 1 communicators.** This includes students who use single words to label, direct, request, and negate. We need to give them slightly longer models (2 3 words) to help them be successful.

Please give feedback on how this is working for you!

Note: I suggest copying the following pages, and using the one that is most helpful for a specific student. This is NOT the only things that you can model. With this core vocabulary set, there are scores of other sentences that you can model. This is just a 'starter set' for people who don't know where to begin. Enjoy!

Modeling Core Language: Ideas for Beginners!

Current Language Level: Student Not Using AAC Set Yet Model 1 – 2 words to Direct Actions, Request Actions, Label, and Negate

Activity	Event	Sample Language to Model
Morning	Friend: shows book, toy, etc.	LIKE; LIKE THAT; GOOD
meeting		
	Teacher: Uh-oh. It's raining	DON'T LIKE
	Teacher: We have a visitor today	WHO? GOOD; LIKE
Snack, Lunch or Breakfast	Para: Show 2 snacks	LIKE THAT; GOOD; EAT THAT
of breakfast	Student: After first bite, reaches for	MORE? LIKE!
	food	MORE: LIKE:
	Student: Pushes food away	FINISHED; ALL FINISHED;
	Student: Holds out box of cereal	OPEN? I HELP!
Shared	Something good happens in book	LIKE THAT: GOOD!
Reading		
	Something bad happens	NOT GOOD! DON'T LIKE THAT
	Student wants more	TURN IT; MORE
		·
	Student wants a turn for actions	I DO; DO IT

For information on Stages of language and many great resources, lesson plans, and teaching ideas, go to: https://aaclanguagelab.com/slp/stages

SUMMARY OF IDEAS:

- 1) You'll have the best success if you look for what the student is trying to indicate (through their actions, pointing, facial expressions), then say that using their AAC set.
- 2) Do NOT require the student to 'say it' using their AAC set this is all about MODELING real language. No hand-over-hand needed!!
- 3) Remember how long it takes typically developing children to make sense of the language around them. Be patient!
- 4) If you have FUN you will have the best chance of success!

Modeling Core Language: Ideas for Beginners!

Current Language Level: Stage 1: Student Uses 1 Word Model 2 - 3 words to Direct Actions, Request Actions, Label, and Negate

Activity	Event	Sample Language to Model
Morning	Friend: shows book, toy, etc.	LIKE THAT; THAT IS GOOD
meeting	Teacher: Uh-oh. It's raining	DON'T LIKE; THAT BAD
	Teacher: We have a visitor today	WHO IS IT?
Snack, Lunch or Breakfast	Para: Offer 2 snacks	YOU LIKE THAT; WANT EAT THAT
	Student: After first bite, reaches for food	WANT MORE? YOU LIKE IT!
	Student: Pushes food away	YOU ARE FINISHED; ALL FINISHED;
	Student: Holds out box of cereal	,
		NEED OPEN? I NEED HELP!
Shared Reading	Something good happens in book	LIKE THAT: THAT IS GOOD!
	Something bad happens	NOT GOOD! DON'T LIKE THAT
	Student wants more	TURN IT; WANT SEE; GET MORE
	Student wants a turn for actions	I DO IT; GET THAT

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SUMMARY OF IDEAS:

- 5) You'll have the best success if you look for what the student is trying to indicate (through their actions, pointing, facial expressions), then say that using their AAC set.
- 6) Do NOT require the student to 'say it' using their AAC set this is all about MODELING real language. No hand-over-hand needed!!
- 7) Remember how long it takes typically developing children to make sense of the language around them. Be patient!
- 8) If you have FUN you will have the best chance of success!