



PowerPoint



# CORE WORD CLASSROOM

Step by Step Directions for  
Trainers & Students:  
Introducing the word “**PUT!**”





# AAC 101: STEP 1 TARGET



Our target for this lesson is the word “PUT.”



Use the next slide to see videos of other trainers using the word “PUT” to model for their student.



# GET READY!

How to model!

**Model the word “PUT” like this!! →**

*Find the word “PUT” on your students’ devices.*

**No device? No worries!**  
Download your own core board:  
[Project Core board, book, flipbook or 3-D symbol!](#)





# AAC 101: STEP 2 TRAIN TEAM

DAY 1: Use the next 3 slides to help you find the word, “PUT” on the student’s communication system. Practice saying the word 5x using student's access method



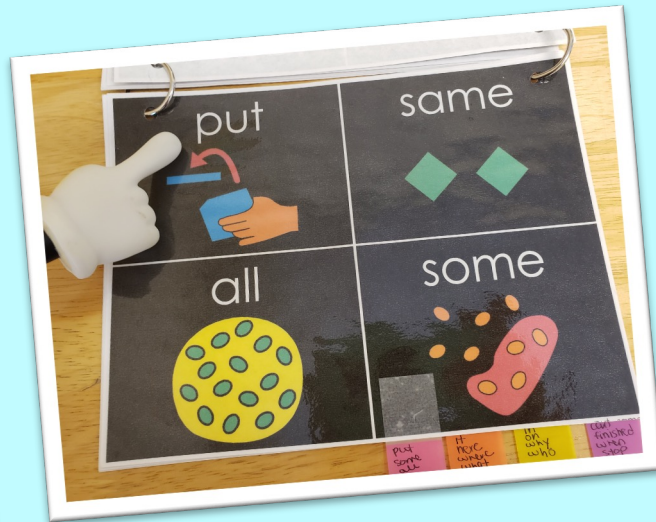
DAY 2: Practice saying the word “PUT” in a sentence. “Put it down.”



DAY 3: Produce your own sentence with the word “PUT.”



# Communication Board or Book

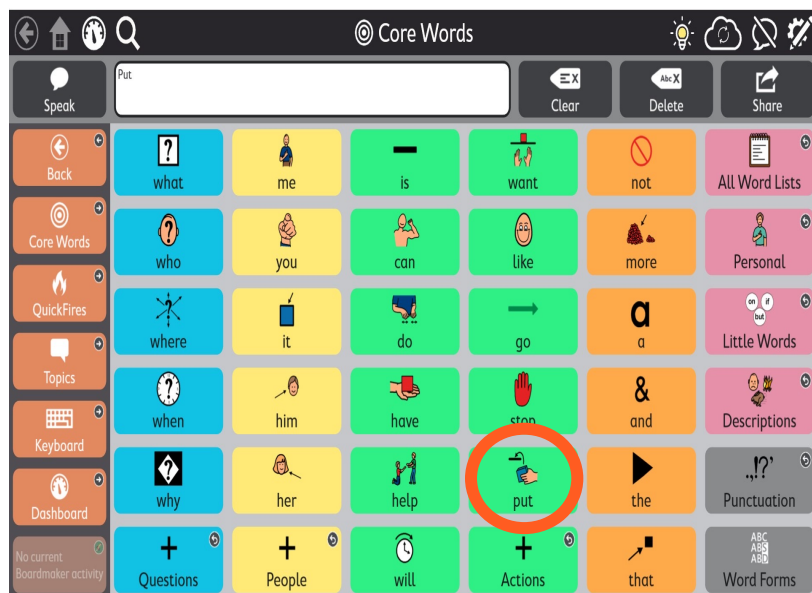




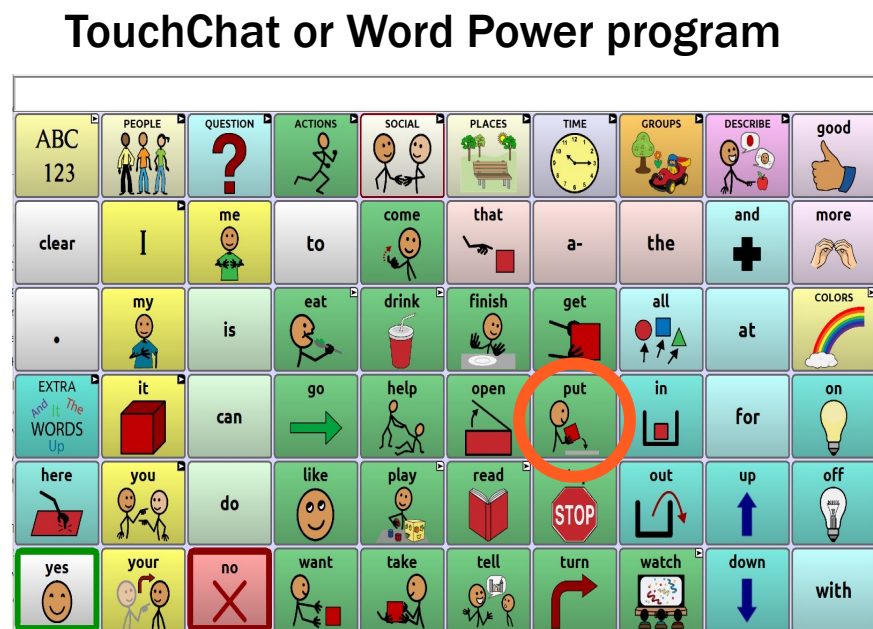


# WHERE IS MY WORD? PUT

## Communication Device



Snap + Core program



LAMP or Unity program



“PUT” is a high frequency core word. It should be on your student’s device on the HOME page or the CORE page.



# HOW DO I SIGN IT? PUT





# STEP 2: TEAM CHALLENGE!

In the next few days...



**Show a co-worker how  
you say the targeted  
word.**



**Show a co-worker how to say  
a new phrase you learned  
with your core word.**



**Use a sentence with the core  
word you created with a co-  
worker.**





# AAC 101: STEP 2 TRAIN STUDENTS

1. Choose a book, video or song from the following 3 slides that is age appropriate or of interest to your student.

2. Tell the student what word you are learning today. Show (Model) them how to say the word using their form of communication.

3. Watch the video or read the book all the way through without models.

4. Watch the video or read the book again, this time showing them how to say the word “PUT” each time you see it or hear it on the video (Model). This is just a model, *don't require them to do anything except notice you!*

5. Watch the video or read the book again, continuing to model the word “PUT” for them. This time *pause after each model and WAIT*. See if the student will try it themselves. Make sure you wait long enough!

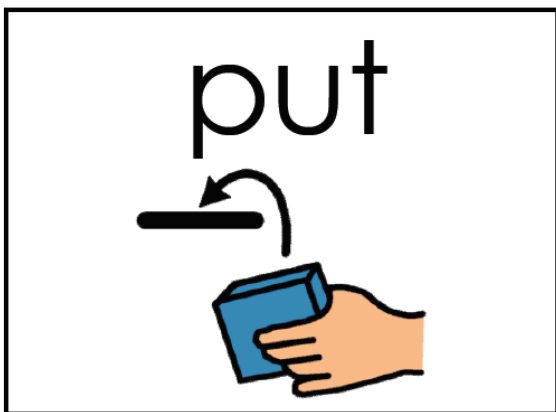


# CORE WORD VIDEO: PUT

[Let's Learn PUT](#) by Special Vibz

More "PUT" Videos:

[Jane L Presents the Core Word PUT](#), Saltillo



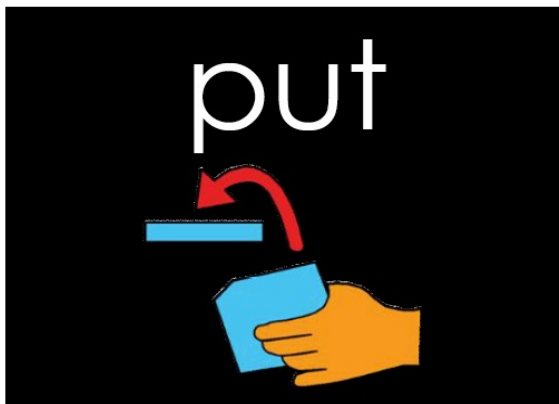


# CORE WORD BOOK: PUT

[Paint a Picture](#) TobiiDynavox

[Who Put the Cookies in the Cookie Jar?](#) TobiiDynavox

More “PUT” Books on Tarheel Reader available in the [DTA School Book Library](#)





# CORE WORD SONG: PUT

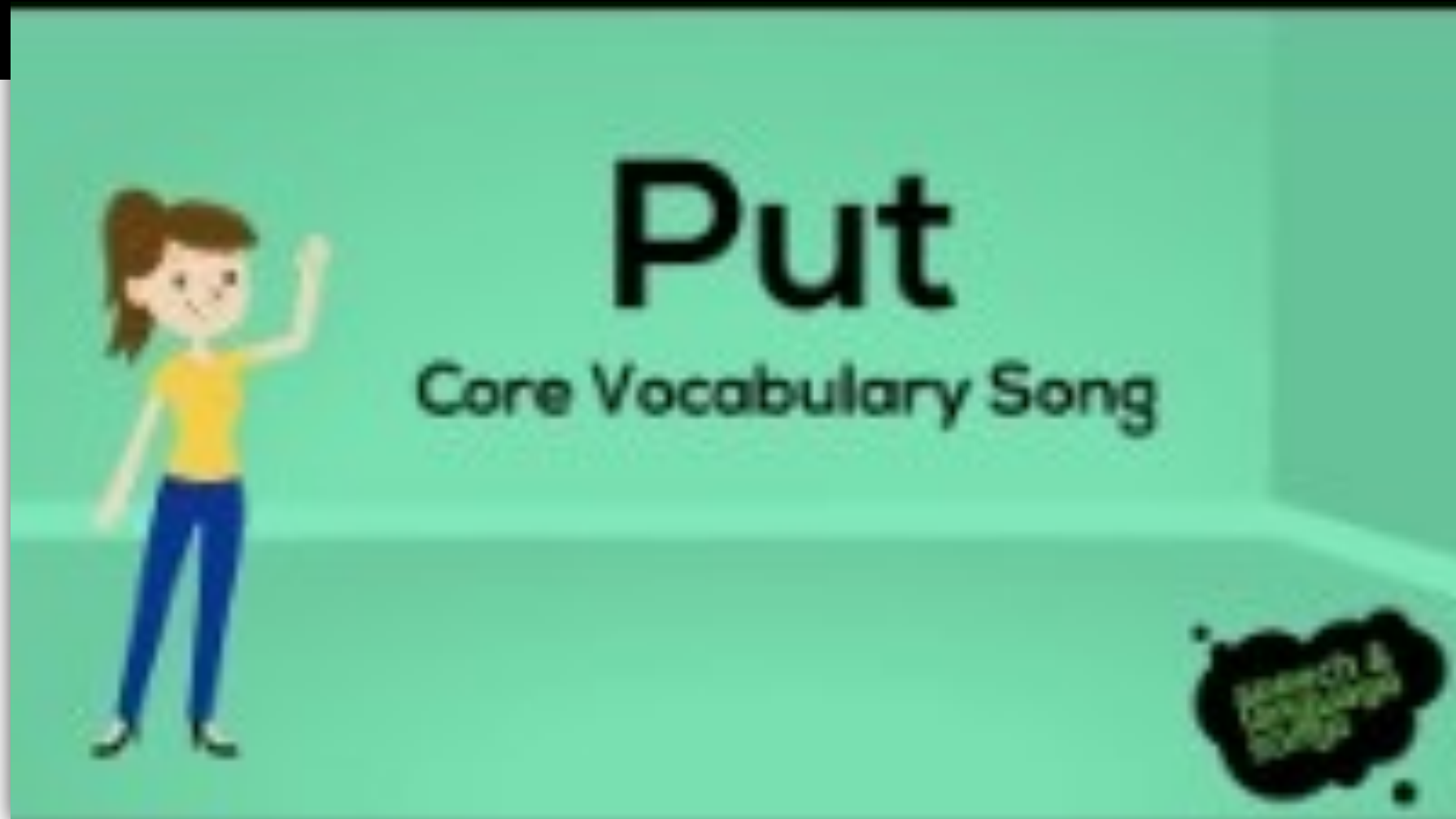
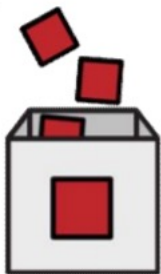
[PUT Core Vocabulary Song](#)

Speech and Language Songs

More “PUT” Songs:

[PUT On Your Shoes](#) Super  
Simple Songs

put





# AAC 101: STEP 3 TAKE IN

Students observe the team (adults) using the word during typical daily activities. Use our examples or think of your own!

## Arrival

Adults model using the word “PUT” when student arrive to class. "Put it away."  
"Put your notebook in the basket." "Put your jacket here."

## Health/Hygiene

Adults model using the word “PUT” during health or hygiene skills. "Put it on."  
"Where did you put it?" "Put it here."

## Cafeteria

Adults model using the word “PUT” when in the cafeteria. "Put the trash here."  
"I put it down."





# STEP 3: TEAM CHALLENGE!

In the next few days...



**Teamwork:** All the adults work together to model the word “PUT” 200 times in one day! How close can you get?



Like a watch, but for your finger, [Finger Counters](#) are an easy way to count your models!



Pick a 10-minute time slot once a day to use the words consistently with the student



*Everything is more fun with a prize at the end! Once you hit your target each month, give yourself a treat! What reward do you want to work toward this month?*



# STEP 4: TRY IT!

*Encourage your student to communicate using these handy tips!*



This week we are going to use the Personal motivators strategy: using personal motivators in an activity can encourage communication and engagement. Be careful not to withhold favorite things for communication, and to join the student in play!



Practice using the word "put" with a personal motivator or favorite items! Play simon says if the student enjoys movement. For example: Put your hands on your head, put your arms in the air

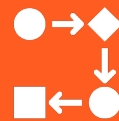


# STEP 5: TALK

During the rest of the day the student is practicing using the target word to communicate in real situations.



Look at your daily schedule.



During each scheduled activity pick one time you could model and use the word “PUT.”



Look for any opportunity during the day to model and expect the student to use the word “PUT.”



Follow the student’s lead. If the word “PUT” reflects something they are trying to say themselves, model and expect them to follow along! “I see you put your coat on!”