














































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!

I 	want 	have 	feel 	need 	what 	where 	more 	some 
you 	do 	like 	come 	eat 	go 	play 	finished 	all 
it 	don't, not 	look, see 	get 	drink 	stop 	help 	good 	different 
he 	are 	is 	can 	put 	open 	make 	in 	up 
me 	she 	that 	this 	turn 	who 	when 	on 	here 

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 meeting	Friend: shows book, toy, etc.	LIKE; LIKE THAT; GOOD
	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
	Student: After first bite, reaches for food	MORE? LIKE!
	Student: Pushes food away	FINISHED; ALL FINISHED;
	Student: Holds out box of cereal	OPEN? I HELP!
Shared Reading	Something good happens in book	LIKE THAT: GOOD!
	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 meeting	Friend: shows book, toy, etc.	LIKE THAT; THAT IS GOOD
	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

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:

- 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!