

Core Word:

GOODBYE



Language Goal

Use this word to terminate an interaction with others.

PRE-TEACHING

We invite parents to help us to expose students to target words/concepts, so when the teacher introduces the concepts in class, the students have a comfort and interest because they have a point of reference. Send a letter home to parents introducing the word of the week. Attach the symbol for the word **GOODBYE** and the definition that will be reviewed in school. Here are some ideas for parents to try at home:

Instructions to Parents:

The first step in introducing new words or concepts is exposure. Just by hearing the words in their environment enables them to begin to understand the meaning. Model the use of the words in your everyday conversation. Place emphasis on the target word to draw attention to it. For example, "It's time to go now. Let's say **GOODBYE** to your friends" Below are some suggested activities to guide you. By doing this, you are creating a point of reference for your child so when the teacher introduces the work or concept they can engage better in the lesson, as they have prior knowledge. Thanks for your help!

- Practice waving and/or saying **GOODBYE** when leaving or finishing a conversation with someone. Practice combining the word **GOODBYE** with a person's name.
- Download a Handy Handout from Super Duper Inc. (Hellos and Goodbyes #283) Free Download.
- Let your child accompany you around the community. Model saying **GOODBYE** to others in the community.
- Suggested Books: *Hello! Goodbye!* by Ailiki/ *Oh No! Time to Go! A Book of Goodbyes* by Rebecca Dougherty.

LET'S TALK ABOUT IT

NOTE: The words "SAY" or "TALK" are used to indicate that the student has communicated something. Students that have expressive language delay or are non-verbal access communication in alternative ways (e.g. use of voice output communication devices, pointing to pictures, use of gestures, utilizing eye gaze, or any combination of these). **ALL** of these methods are legitimate and effective ways to SAY something. We must accept these alternative ways as valid, the same way we accept the spoken word.

TEACHER INTRODUCES WORD AND CONCEPT: (this can be incorporated into morning meeting or to kick off a literacy lesson).

Show symbol for **GOODBYE**. Make the connection between the symbol and the word. Explain the meaning of the word **GOODBYE**. For example:

"We use the word **GOODBYE** to indicate the end/finish/completion of an interaction. We say **GOODBYE** when we are finished with a conversation or when we have to leave. Sometimes we can also wave **GOODBYE** (model the wave). We can look someone in the eyes (not always) and/or face our bodies toward the person we are saying **GOODBYE** to. People will often respond with **GOODBYE** after you have said it to them."

COLLABORATION IN THE CLASSROOM

Practice use and application of the word **GOODBYE** in a structured lesson. Collaborate with OT, PT, SLP, and/or Psychologist to encourage motivation and engagement.

**All teaching staff will wear the symbol on a lanyard around his/her neck to remind themselves and the class that this is the word of the week.*

CHORAL PRACTICE:

It is so important to create a community of learners. Choral practice unites the class. You can initiate practice by saying “Let me hear who know our target word...I can’t hear you. *Students say GOODBYE.* All together let me hear you say **GOODBYE.** Excellent Job! Now get your voices ready! If you speak or use something to speak for you, I need to hear you say it. What is that word again?” **GOODBYE.** Excellent! Way to go! I love when you all work together.

GET PHYSICALLY ENGAGED IN LEARNING:

“Hands in the air! Let’s practice waving **GOODBYE.** Raise your hands high and give a big wave!” Hand over hand assist for those that need it still provides the physical experience.

Additional Activities that can take place throughout the week:

- When appropriate, elicit **GOODBYE** when the students are transitioning between classes. Encourage the students to use **GOODBYE** and shift their bodies toward the person they are speaking to. Additionally, encourage the student to wave if they are able to do so.
- At the end of the day, elicit **GOODBYE** from the students before they go on the bus. Practice saying **GOODBYE** to peers in the classroom.
- Have a party with another class and practice greeting each other (Hi). When it is time to leave, practice saying **GOODBYE** to each other.
- Practice responding with the word **GOODBYE** when others say **GOODBYE** first (responding).

REINFORCEMENT

Students will be exposed to the word **GOODBYE** throughout the day.
PROVIDE AS MANY OPPORTUNITIES AS POSSIBLE!

- Encourage the students to respond to and use the word **GOODBYE** around the school throughout the day with a variety of peers and staff members.
- For homework, ask parents to continue to model and incorporate the skill of terminating and responding (greetings) through use of instructional strategies, which were sent home in the beginning of the lesson.

Message to Administration

The support of Administration is key to the success of any program or plan in a school.

Recognition IS Reinforcement!

The staff will post the target core words that are being worked on, either outside the classroom or on a board inside the classroom. This will make it easy to know what has been achieved. The classroom staff will be wearing the symbol that is being worked on. Feel free to talk to the students and offer opportunities to practice the words they have learned.

Please compliment the staff and the students on their efforts to become independent communicators!

Students who can communicate can perform better in the classroom!

TEACHING CORE VOCABULARY created by:
KAREN GORMAN
Assistive Technology / UDL Coordinator
NYC DOE – District 75 – Technology Solutions