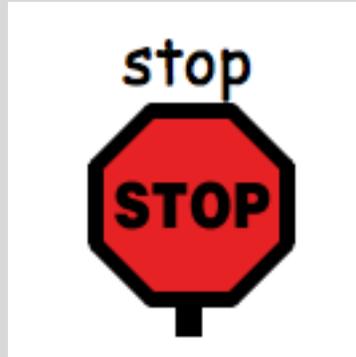


Core Word:

STOP



Language Goal

Use this word order to direct the actions of others to discontinue, interrupt, or put an end to an action.

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 **STOP** and the definition that will be reviewed in school.

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, "**STOP** at the red light". 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!

Encourage your child to use the word **STOP**:

- Kiss, hug, or tickle without pausing until your child indicates they want you to **STOP**. Model use of the word **STOP** (verbal, ASL sign or approximation, or pointing to a picture symbol)
- Use too much of something during activities (utensils, puzzle pieces, blocks, clothing, food) and encourage your child to say **STOP**
- Make the music or TV too loud and encourage your child to say **STOP**

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 **STOP**. Make the connection between the symbol and the word. Explain the meaning of the word **STOP**. For example, "We use the word **STOP** to let others know what we would like to have a pause or a break *during activities.*"

Adapted from PrentRom.com:

Many children love to be able to control their environment and the behavior of others. Engage your child with silly dancing, running, jumping and movement and then prompt them to tell you to **STOP**. Exaggeratedly **STOP** moving by freezing your whole body or even by falling down. Try using **STOP** while swinging, bouncing, jumping and other sensory/motor activities.

In classroom and group therapy activities, allow the child to direct music and movement activities using **STOP**.

Set up situations in which your child can use the word **STOP** to tell an adult or peer to discontinue an activity. Try pressing piano keys while the child is attempting to play, stand in front of the television, block the computer monitor or attempt to steal the child's toy. Prompt him/her to say **STOP**, using their personal mode of communication, then immediately discontinue the "annoying" behavior. These exercises should of course be done with extreme caution and limited frequency; don't overwhelm or frustrate your child.

Many children love to be able to control their environment and the behavior of others. Engage your child with silly dancing, running, jumping and movement and then prompt them to tell you to **STOP**. Exaggeratedly **STOP** moving by freezing your whole body or even by falling down. Using **STOP** to direct the behavior of others may be a great way to involve a family pet or therapy dog.

STOP is a great word for children to use to request that an activity be over. Early stages of AAC intervention are often most successful while following a child's lead, so when the child appears to be ready discontinue an activity, have them request to **STOP** their current activity before moving on.

COLLABORATION IN THE CLASSROOM

Practice use and application of the word **STOP** 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***

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 knows our target word...I can't hear you. *Students say STOP*. All together let me hear you say **STOP**. 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?" **STOP**. Excellent! Way to go! I love when you all work together.

GET PHYSICALLY ENGAGED IN LEARNING:

“Hands in the air! Let’s write in the sky. “Give me an S. Give me a T. Give me an O Give me a P”. Students trace with their fingers or move their heads to make the letter formations. Hand over hand assist for those that need it still provides the physical experience. Practice putting your hand out to gesture **STOP**.

Additional Activities that can take place throughout the week:

- Smart Board Activities: Check out these resources for ready-made Literacy, Math, Social Studies, and Science activities:

The **CORE LANGUAGE** word **STOP** can be **BUILT INTO ALL ROUTINES**

- <http://faculty.usiouxfalls.edu/arpeterson/kindergarten%20smartboard%20sites.htm>
- <http://www.mrshurleysesl.com/smartboards/smartboardfavorites.html>
- Social story
- Role playing activities using real objects and highly enjoyable activities
- Have a student be the **STOP** monitor. Let students communicate **STOP** to the class to indicate that an activity is finished, before moving on to the next activity.
- Practice **STOPPING** and **GOING** when walking in the hallways to lunch, bathroom, gym, etc.

REINFORCEMENT

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

Students will be encouraged to use the word **STOP** when completing classroom activities throughout the day.

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!

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