

Core Word:

HELP



Language Goal

Use this word to request assistance.

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

Instructions to Parents:

The first step in introducing new words of concepts is to expose the students to them. Just by hearing the words in their environment will enable them to begin to understand their meaning. Model the use of the words within your everyday conversation, place special emphasis or exaggeration on the word so they stand out. Below are some suggested activities to guide you. By doing this you are creating a point of reference for the children so when the teacher introduces the word and concept they have prior knowledge.

- Parents will be instructed to review the concept of **HELP** within the home and community (i.e. brushing teeth, counting change).

- Parents will be asked to compile a list of activities that the student required help with and will be asked whether or not the student initiated the request for **HELP**. For Example, Using a hot stove requires **HELP**, if something is too heavy to move you need **HELP** etc. You can model this easily, try lifting something and say, “Boy, this is heavy I need **HELP!**”
- Send a checklist home asking parents how their child asked for **HELP** (gesture, point to symbol, verbalize, use device, etc.).

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 **HELP**. Make the connection between the symbol and the word. Explain the meaning of the word **HELP**. For example, “When I cannot do something on my own, I ask for **HELP**. We can ask adults such as our teachers, moms, and dads. We can also ask our friends and other children to **HELP** us when we need it. What happens when I do not ask for **HELP** when I need to? I can make a mistake, I can break something, I may feel anxious or scared. It’s okay to ask for **HELP**.”

COLLABORATION IN THE CLASSROOM

Practice use and application of the word **HELP** 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 HELP.* All together let me hear you say **HELP.** 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?” **HELP.** 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 H. Give me an E. Give me an L. 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

Teach the word in a meaningful context. Model use of the word **HELP** (provide auditory and visual bombardment of the word **HELP**) within different activities such as:

- role playing
- real-time experiences
- social stories

- Placing everyday materials out of reach will prompt the students to request **HELP**
 - For younger students: tighten lids, remove pieces of puzzle
 - For older students: writing activity, computer activity, ADL activity

REINFORCEMENT

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

- Students will be encouraged to request **HELP** throughout the school day with various communication partners in a variety of settings.
- All classroom staff will incorporate **HELP** throughout their lessons (i.e. OT/PT encourages student to ask for **HELP** putting on his shoes if it is necessary.)
- The symbol for **HELP** can be photocopied on homework assignments as a visual prompt for the student to request **HELP** when necessary.

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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