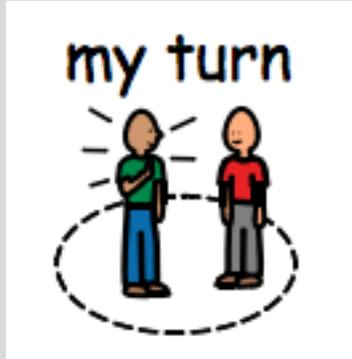


Core Word:

MY TURN



Language Goal

Use this phrase to express desire to participate in an activity.

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 phrase **MY TURN** 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/phrases in their environment enables them to begin to understand the meaning. Model the use of the words/phrases in your everyday conversation. Place emphasis on the target word/phrase to draw attention to it. For example, "You just went. Now it is **MY TURN** to roll the dice." Here 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!

Take turns during motivating activities, such as:

- Completing a puzzle
- Selecting a song to dance to
- Playing ball
- Playing a board game
- Holding a microphone to sing/vocalize
- Coloring a picture together
- Seeking others during “hide-and-seek”

If the family owns an iPad, you may suggest the following activities:

- Turn-taking on activating interactive features while reading iPad-based TabTale books (free)
- Turn-taking while using other interactive educational applications such as INJINI Lite (free)

If the family has a pet, you may suggest the following activities:

- Throwing a ball/stick to the dog to get
- Feeding a pet appropriate food, etc.

Ask parents to initially model using the symbol for **MY TURN** in appropriate situations. Later on, they should provide the student with multiple opportunities to use **MY TURN** on their own.

Ask the parents for feedback (e.g. Did it work? Was the child able to request his/her turn? How much prompting did he/she need?)

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 **MY TURN**. Make the connection between the symbol and the word. Explain the meaning of the phrase **MY TURN**. For example, "This is how we let others know that we want to take a part in an activity." And then demonstrate using it using visual support.

COLLABORATION IN THE CLASSROOM

Practice use and application of the phrase **MY TURN** 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 knows our target phrase...I can't hear you. *Students say MY TUR* . All together let me hear you say **MY TURN**. 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?" **MY TURN**. Excellent! Way to go! I love when you all work together.

GET PHYSICALLY ENGAGED IN LEARNING:

Have a dance party! Students will stand up and form a circle. The students will take turns choosing the song to dance to by raising their hand and saying **MY TURN**. At the same time, the students will take turns dancing in the middle of the circle and will indicate when it is their time to dance by saying **MY TURN**. Encourage the students to cheer each other on as they dance.

Additional Activities that can take place throughout the week:

Depending on student's level of functioning, use various motivating activities to model and encourage the student to request **MY TURN** repeatedly. Always provide context-specific feedback (e.g. "Go ahead and take your turn," not "Good talking.>"). Here are some examples of motivating activities:

- Completing a puzzle on a Smart Board
- Reading / activating interactive features while reading a story on the Smart Board
- Role playing
- Reading a story or script

For some students, it might be helpful to have a visual cue, such as holding a **MY TURN** symbol attached to a stick, putting on a special hat / special glasses with this symbol attached, etc. *Please make sure that use of prompts are faded – try to achieve independence as soon as possible*

- A turn taking wheel with pictures of students and staff (to incorporate modeling by other staff members)
- Use an adapted social story like "[Taking Turns](http://www-speakingofspeech.com/Social_Skills_Pragmatics.html)" book from the Speaking of Speech website:
(http://www-speakingofspeech.com/Social_Skills_Pragmatics.html)
- Who's Next board with pictures of students and staff (to incorporate modeling by other staff members)

REINFORCEMENT

Students will be encouraged to use the word throughout the day, such as during:

- Morning Meeting: **MY TURN** to greet, change the words / numbers on the calendar, change the activity schedule, etc.
- ELA Lesson: **MY TURN** to choose the answer on the Smart Board, turn a page in the book, give supplies out, etc.
- Transitioning to and from a Classroom: **MY TURN** to be the line leader, to turn the light on/off, etc.
- Gym: **MY TURN** to turn the music on, to throw the ball, to take a turn in the game, etc.
- Lunchroom: **MY TURN** to give sporks out, to get my lunch tray, etc.

Phrase Level: if a student is beginning to combine words, model and encourage students to use various word combinations (e.g. “want + MY TURN” or “MY TURN + play.”)

Homework: Ask parents to use similar activities at home, providing ample opportunities for the student to use the **MY TURN** symbol. You might also send the social story home for the parents to read it with the student again.

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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