

Core Word:

BAD



Language Goal

Use this word to express dislike or to pointing out that something is wrong. If appropriate, this word can be taught along with the word **GOOD**

PRE-TEACHING

B

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 **BAD** 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, "Ew. This tastes **BAD!**"

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!

- If the children are fighting at home you may say...That is **BAD** behavior. You need to speak nicely to each other.
- If something doesn't taste good you may model "Ew, this tastes really **BAD**. I don't like this."

- Leaving toys and clothes around for someone else to pick up is **BAD** behavior. You may say, it is **BAD** behavior to leave your things on the floor.
- Point out if the child is sitting too close to the television, comment on it by using of the symbol **BAD**, and explain that it's bad for his/her eyes. Show the right distance.
- Ask parents to initially model using the symbol for **BAD** in appropriate situations. Later on, they should provide the student with multiple opportunities to use **BAD** on their own.

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 **BAD**. Make the connection between the symbol and the word. Explain the meaning of the word **BAD**. For example, "This is how we let others know what we really don't like or when something is really wrong."

- Talk about classroom rules, using appropriate pictorial representations, videos, etc. For example, the "[House Rules](http://schools.nyc.gov/Offices/District75/Departments/Technology/AssistiveAdaptive/at_forms.htm##lyrical)" song and PDF file from the Lyrical Language program:
(http://schools.nyc.gov/Offices/District75/Departments/Technology/AssistiveAdaptive/at_forms.htm##lyrical)
- Comment on wrong behaviors by using the symbol **BAD** and explain how the student should behave instead.
- Read an **age appropriate** story. Read the story in an interactive manner, modeling, and allowing students to comment using the word **BAD** whenever appropriate.

COLLABORATION IN THE CLASSROOM

Practice use and application of the word **BAD** 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 word...I can’t hear you. *Students say **BAD**.* All together let me hear you say **BAD**. 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?” **BAD**. 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 a B. Give me an A. Give me a D”. 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.

Additional Activities that can take place throughout the week:

- Use direct modeling
- Use specific verbal prompt: For example, “say **BAD**”.
- Use specific gestural prompt (pointing to the symbol)
- Use general verbal prompt (tell us, use the device)
- Use general gestural prompt (pointing to the device)
- Do not prompt but pause and allow the time for the student to respond.

**Please make sure use of prompts are faded – try to achieve independence as soon as possible.*

REINFORCEMENT

Students will be encouraged to use the word throughout the day during teacher-created or naturally occurring situations:

- To raise awareness of the word, students may be asked to write/type the word and draw a picture of what it means to them, then put it on the Word Wall.
- Phrase Level: if a student is beginning to combine words, model and encourage students to use various word combinations (e.g. “do + **bad**” or “this + **bad**.”)
- Homework: Ask parents to read at home the same book that was read at school, providing ample opportunities for the student to use the symbol while discussing it.

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