Year of Core Words – 40 **Spanish** Words in 4 Months

Month 1	Month 2	Month 3	Month 4
Again – otra vez	Eat – comer	Away	Big – grande
All done – (no más)	Get	Bad - mal	Busy
Different - diferente	Go – vamos	Come – ven	Do
Help – ayuda	Happy – feliz	Good – bueno	Drink – beber
Mine – mio	Here – aquí	It - lo	Feel - sentir
More – más	I/me – me	Make – hacer	He – Él
Not/don't – no	Like - gusta	Now – ahora	In
Stop – parar	On	Off	Make - hacer
That - eso	Play - jugar	Read – leer	Out
Want – quiero, quieres	Put	There – allá	Some – poco
What – Qué	This - esto	Thing – cosa	Tell – di
You – tú	(Give) – da	Where – dónde (Where) adónde	Who – quién
	(Tell) - di	(Look) - mira	

Adapted from **Year of Core** words on the blog by Carole Zangari, www.praacticalaac.org. Vendors are using these lists to create month by month smart charts to help us find the words in the language system on some devices. Here is a link to the smart charts for the WordPower Basic 60 SS (SymbolStix) version: https://saltillo.com/chatcorner/content/31. The smart charts for icon sequences (Unidad, Words For Life) can be found at www.aaclanguagelab.com. Finally, explicit month to month guidance for appropriate aided language input!

Practice single words and simple phrases, starting with WHAT WANT, and not worrying about grammar on the device, especially for beginners. Beginning communicators should be encouraged to use telegraphic speech (reference AAC Do's and Don'ts, Farrall & Niemeijer). Repeating verbally with fluently models using good grammar is also part of the learning process and will assist in getting the intended meaning across while making selections on the device. The most important message we can give our children is that we believe they have something to say. How they choose to say it should be up to them. To get to that point, they will need lots of experiences with partners who can use the methods fluently. These partners need to know how to adjust their language to the level of the learner so they are talking with and not to or for somebody who needs AAC.

Many families have already had experiences with early intervention and the use of the sign "more" and will use the same sign when saying the word "más" in Spanish. So we start there and talk about many ways they can teach and use this word throughout daily routines. Then we look at the word "all done" and do the same thing. For some families, this word is most often used in English, so we talk about how to switch languages on the device, to model the English version with more frequency. I share Let's Teach Core resources from Saltillo to share with teachers, therapists, and other family members who speak English. Here is a link for "Let's Teach More: "https://saltillo.com/downloads/chat/lets-teach-core/Let%27s%20teach%20more.pdf

In January we also pay particular attention to "want" and "don't want" in order to address the assumption that a communication device is for making requests. I encourage the parents to model asking "what" on the device. This gives them more experience using words on the device, not just for requesting, but for asking and negating, as well. At this point we agree that grammar is not important on the device and will model phrases such as WHAT WANT and WHAT YOU WANT or NOT WANT. At the same time, I encourage them to verbally use appropriate grammar. I encourage them to say a word or two while pointing to one symbol (on the device or on a printed display). This method of aided language input has been described by multiple clinicians, but my favorite versions are by Jill Senner. She recently offered a recorded webinar for Saltillo (https://saltillo.com/videos/communication-partner-instruction-in-aac). In addition to pointing to symbols on the device, I also provide them with printed and laminated versions of the device home page. That way they can point to a symbol and say the word in either language.

When speaking with the speech/language pathologists who serve these students, I want to provide additional ideas for activities to practice core words. Great resources for activities with identified core words include: Assistiveware's Core Word Classroom and the AAC Language Lab. Although there is a fee for the Language Lab, the first year is included with purchase of one of their devices. www.aaclanguagelab.com

Erin Sheldon and Caroline Musselwhite do a great job introducing their first set of four core words in their communication video series for Angelman Syndrome Foundation https://www.angelman.org/resources-education/communication-training-%20series/schedule-recordings/#1447548745234-bb22c8c8-296b

The words for February include "like" so I show them how to do a little charting activity of things their child likes or doesn't like. This is also an idea from Saltillo's Chat Corner. We can also talk more about customizing the device so that the "About Me" page includes something about what the child likes. Then we talk about categories of words for eat/drink/play and what they watch on TV or videos. We can watch YouTube videos. If appropriate for the child's age, I like using Super Simple Songs, such as "Do You Like Broccoli Ice Cream?" https://www.youtube.com/watch?v=GOCroTBFlFw&t=6s

For older students I show them how to use TarheelReader.org. Here is a link to a story using "don't like"and "do like": www.tarheelreader.org/2014/06/03/like-not-like/.

I also share the words with the teacher or speech therapist and talk with them about core word strategies, including recommending that they use Realize Language (www.realizelanguage.com) to collect data. Whether the child is using English or Spanish (or both), the beginning communicator needs experiences with highly functional words throughout their day.

References/Resources

ASHA collection of resources from the Office of Multicultural Affairs offers policy documents, guides and tips for addressing the needs of CLD students in schools, titled "Working with Culturally and Linguistically Diverse (CLD) Students in Schools." © 1997-2015 American Speech-Language-Hearing Association. http://www.asha.org/slp/CLDinSchools/

ASHA Practice Portal on "Cultural Competence." © 1997-2015 American Speech-Language-Hearing Association. http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935230&section=Key_Issues#Developing_Cultural_Competence

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