




WORDS OF THE WEEK





"Every leaf speaks bliss to me, fluttering from the autumn tree" Emily Bronte


Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
AAC Awareness Month - https://www.assistiveware.com/learn-aac/what-is-aac						1
2	MY/MINE 3 Songs are a fun way to get in a lot of practice with AAC.	TURN 4 Use <u>games</u> to practice "turn" and other words!	LISTEN 5 What do you hear? <u>LISTEN</u> and respond. Make it fun by making sounds yourself!	DON'T 6 There are lots of fun books to highlight "don't". <u>Don't Bite</u> <u>Amelia Badielia</u>	BONUS 7 This fun <u>video</u> can be used to practice comments! So many fun words on this page 😊	8 
9	UP 10 <u>Toys</u> , <u>balls</u> , <u>balloons</u> all go up!	DOWN 11 Things that go up also come DOWN!	FEEL 12 <u>Sensory bins!</u> Feel good/bad Help feel Feel hard/soft	THERE 13 <u>Familiar stories</u> are a great way to practice.	BOOKS 14 <u>Color Monster</u> <u>Feelings Book</u> <u>Glad Monster</u>	15
16	HAPPY 17 She is happy. Be happy. Happy place.	SAD 18 I am sad. Sad eyes. That's just sad.	SICK 19 <u>Dramatic Play</u> to practice feelings. Play <u>Operation</u>	TIRED 20 A classic <u>song</u> to practice feelings	MUSIC 21 <u>Can't Stop</u> <u>There she goes</u> <u>Happy</u>	22
23	A 24 Play <u>Halloween</u> I Spy "I see a..."	SCARED 25 I'm NOT scared <u>book</u>	MAD 26 Talk about what to do when you are mad	WHO 27 <u>Knock</u> , <u>Knock!</u> <u>Make a video</u>	28 <u>Tools</u> to express your emotions	29
30	31 	FOLLOWING THE CHILD'S LEAD: The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situation that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (i.e. Aided Language and Wait Time) when they engage with students.				


WORD BANK


my



mine



turn



listen



don't



up



down



feel



there



happy



sad


sick


tired


a


SCARE


mad


who
