

# USING A LARGE CORE BOARD IN THE CLASSROOM

Children's Treatment Network of Simcoe York  
Augmentative Communication Consultation Services (ACCS)

## WHAT IS A LARGE CORE BOARD USED FOR:

- A teaching tool to support children who use Augmentative and Alternative Communication (AAC)
- The large core board mimics the portable communication tool (e.g. Flip 'n Talk, core board or Speech Generating Device) the student uses
- The teacher points to pictures when speaking to the child, so the student sees others communicating in the same way they communicate
- It speeds up the learning process for children who are new to using their own communication systems
- It is more easily accessible for teaching staff to model rather than always modeling directly on the student's system

## WHERE DO I START WITH THE LARGE CORE BOARD?

- Select a central location in your classroom where the board will be easily accessible for teaching staff and students
- Pick a few times each day when you can use it to model vocabulary

## HOW TO MODEL:

- Modelling means pointing to the icon (vocabulary) on the display when you speak.
- Modelling does not mean testing the child about the location of vocabulary (e.g., "where is 'GO'?", "find 'APPLE'").
- You do not need to model EVERY word you say (e.g., If you say, "**STOP. TIME** to clean up and **GO** to the library." You can just model 'stop', 'time' and 'go' on the board)
- Model in short grammatically correct phrases (e.g. Point to 'YOU' + 'GO' while saying "**YOU** are **going** to gym").
- Aim to model vocabulary hundreds of times throughout the day as repetition helps learning. This practice helps to support the learning of both the child and communication partner.
- Model the same words in different contexts to help them generalize those concepts across situations (e.g., 'GO': to the park, to bed, to grandma's, I want to go, you need to go).
- Don't be restricted to the written labels on the pictures. You can use the same icon for related word meanings and grammatical endings (e.g., 'GO': go, going, gone, went, will go; 'DO': do, done, did, does; 'LOOK': look, see, saw, looking).

## SPECIFIC EXAMPLES FOR IMPLEMENTATION:

- Use the core board as a "center" in the classroom. The students can use the board to make up their own sentences by pointing. To make it more fun, buy a special pointer tool they can use with it such as a large hand on a stick or a laser pointer.
- Use the board when you are asking the students to quiet down and listen. You can point to "STOP" or "HEAR" (listen), "LOOK at me."
- Use the board when giving directions in the class e.g. "GO put your WORK away.", "TIME to EAT/PLAY/READ", "Free PLAY is ALL DONE."
- During circle time, have the kids take turns coming up to the board to make a sentence while pointing to the symbols. For example, you might ask them: "Who READ last night?" and they can take turns sharing: "I READ" or "I DIDN'T READ." Or they might share something they like by saying: "I LIKE \_\_\_\_."

### References:

1. Aided Language Stimulation handout from An Overview From: Infusing Assistive Technology into Early Childhood Classrooms, Early Assistive Technology Training Project Staff: (1996). J. Wilcox, T. Norman-Murch, J. Oberstein, D. Kempka, M. Volkman, E. Malena, & C. Musselwhite.
2. Getting Started with Core handout: CTN ACCS July 2013
3. Flip 'n Talk Implementation handout: CTN ACCS August 2014