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:
2. Getting Started with Core handout: CTN ACCS July 2013
3. Flip ‘n Talk Implementation handout: CTN ACCS August 2014

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