

# Supporting the AAC User in the Full-Day Early Learning Kindergarten Program using Play-Based Learning Through Inquiry

## Play

- Symbolic thinking
- Use of language, gestures and symbols to tell and retell a story
- Make friends
- Negotiate with peers

## Personal and Social

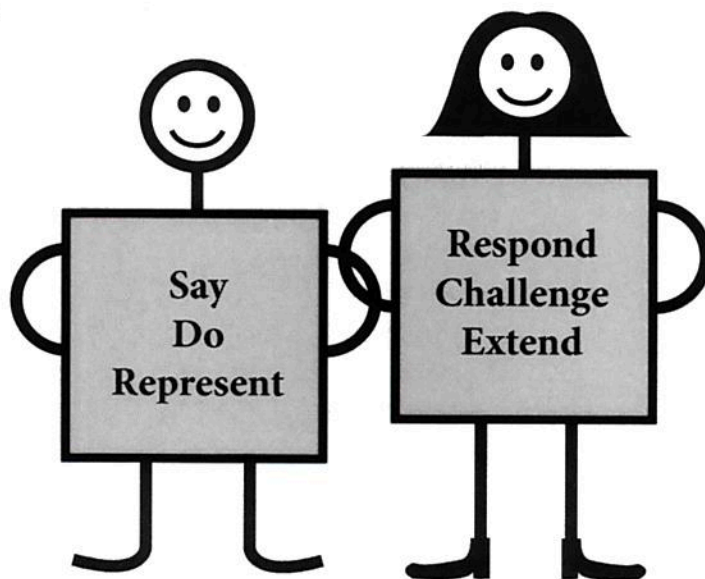
- Take turns
- Demonstrate empathy and knowledge of feelings
- Recognize people in environment
- Talk about personal events

## Inquiry

- Ask questions
- Observe and comment
- Share ideas with others

## Math

- Concepts
- Sort and classify
- Categorize



## Health

- Comfort
- Seek help

## Science

- Communicate findings
- Make predictions

## Language

- Listen and respond
- Use specific new vocabulary
- Follow and provide directions
- Ask questions
- Describe personal experiences

## Arts

- Describe feelings
- Explain experiences
- State preferences

## Assessment:

- Vocabulary Use - Variety of words used: speaking and using AAC tool
- Strategic Use - Child's ability to ask, answer and comment using AAC tool
- Social Use - AAC tool is used with a variety of communication partners
- Operational Use - Accessibility of AAC tool, ability to know when and how to use it

## Goal suggestions for using AAC in the classroom

**Play** words to promote during centres time and group time: \_\_\_\_\_

Phrases to use with peers \_\_\_\_\_

Words/phrases to use in dramatic play: \_\_\_\_\_

### Personal and Social

Words for turn taking, sharing, negotiating \_\_\_\_\_

Vocabulary for emotions \_\_\_\_\_

Share information about likes, dislikes, experiences \_\_\_\_\_

**Inquiry** Words for asking questions \_\_\_\_\_

Making observations \_\_\_\_\_

**Math** Concept words to use: \_\_\_\_\_

Categorizing and sorting words to use: \_\_\_\_\_

**Health** Vocabulary to request help \_\_\_\_\_

Vocabulary to comment on state (tired, thirsty) \_\_\_\_\_

**Science** Vocabulary to communicate findings and observations \_\_\_\_\_

Phrases for making predictions \_\_\_\_\_

### Language:

Putting words into phrases \_\_\_\_\_

Attending while others use the tool \_\_\_\_\_

Telling about experiences \_\_\_\_\_

Story re-tell (e.g. dramatic play) \_\_\_\_\_

Specific new vocabulary (theme based) \_\_\_\_\_

**Arts:** Vocabulary for feelings \_\_\_\_\_

Vocabulary for preferences \_\_\_\_\_

### References:

The Full Day Early Learning Curriculum, Government of Ontario 2010-2011

Elect Early Learning for Every Child Today; A Framework for Ontario Early Childhood Settings, Government of Ontario, 2014

Early Reading Strategy: The Report of the Expert Panel of on Early Reading in Ontario, Government of Ontario 2003