

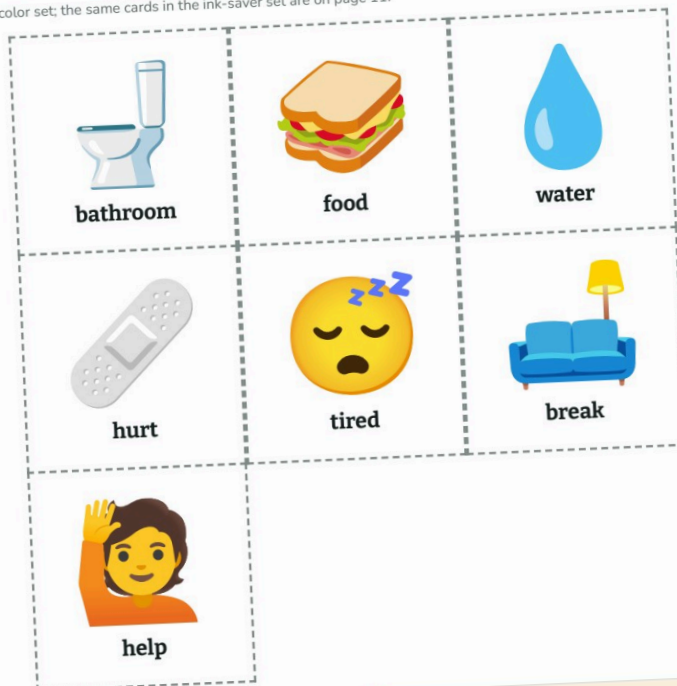
AAC Basic Needs and Wants Board

SECTION 1 · THE BOARD AND COLOR CARDS

NEEDS & WANTS BOARD

CARDS Needs and Wants Cards (Color)

All 7 needs and wants cards, cut apart from the board (page 6) so one can be swapped, carried loose, or lined up with a core-board action word to build a short message. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same cards in the ink-saver set are on page 11.



BUILDING A TWO-WORD MESSAGE

These seven cards are needs, not full sentences. If the student also has a core vocabulary board, line an action word up in front of one of these — “want” then “bathroom,” “help” then “hurt” — and read the two back in that order. Without a core board, one card handed over is a complete request on its own.

WHY A SECOND COPY OF THE BOARD

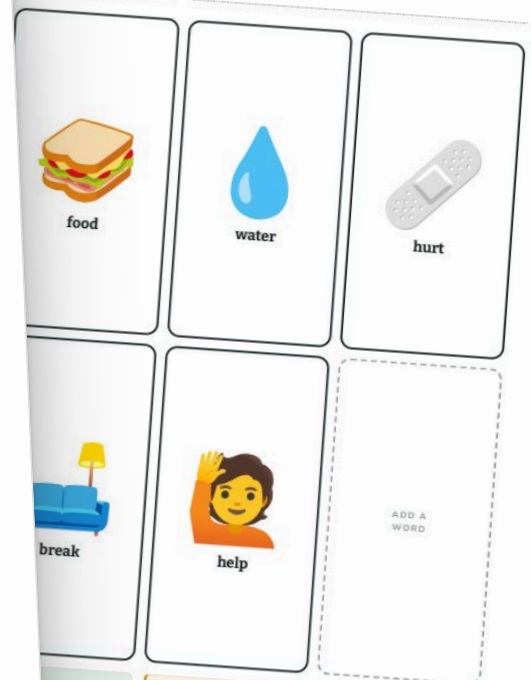
The board (page 6) stays laminated and whole; these cards are the working set — one moves to a pocket chart, a sentence strip or a spare velcro spot without touching the board itself. Lost or worn cards are replaced from this same sheet on a reprint.

AND COLOR CARDS

Needs and Wants Board

NEEDS & WANTS BOARD

TODAY



me. Pair
from a
bathroom”
board is
page carry

THE ONE EMPTY CELL

Left for a need this set does not cover. Make a blank card (page 9), glue or draw a picture on it, and tape it into the empty cell so the board grows without being reprinted.

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Board and Color Cards

PAGES 6–9



Needs and Wants
Board
BOARD

6



Quick Needs
Board (2 Per
Sheet)
BOARD

7



Needs and Wants
Cards (Color)
CARDS

8



Blank Cards (Type
or Write the
Word)
CARDS

9

02 The Ink-Saver Cards

PAGE 11



Needs and Wants
Cards (Ink-Saver)
CARDS

11

03 Using It, Data and Home

PAGES 13–20



How to Use the
Board
REFERENCE

13



Communication
Log
LOG

14



Weekly Roll-Up
and Graph
TRACKER

15



Filled Example
EXAMPLE

16



Family Page
NOTES

17



Hand-Off to
Another Adult or
Room
NOTES

18



Phrase Bank
REFERENCE

19



Storage and
Binder Labels
REFERENCE

20

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Board** the communication board, **Cards** a sheet of cut-apart pictures, **Log** the data sheet, **Tracker** the weekly roll-up, **Example** the filled-in sample, **Notes** a page meant to be sent out or handed off, and **Reference** everything else you read rather than fill in.

Start Here — Three Steps



1

Print and cut

Print the board (page 6) on cardstock and laminate it; it is never cut apart. Print the cut-apart cards (page 8) from the color set, or the ink-saver set (page 11) on plain paper, cut on the dashed lines, velcro on the back.

A blank card for anything missing is on page 9: type the word, print, cut, tape into the empty cell.



2

Point, say the word, wait

Point to or hand over one picture and say the word out loud as it is touched (page 19). Pair it with an action word from a core vocabulary board if the student has one.

The how-to page (13) has the rest: waiting for a response, adding a missing need, and what this board is not.



3

Log it, roll it up, send it home

One row on the log (page 14) each time a need is selected: which word, whether it was independent, and what help you gave, in your own words.

Total the week on the roll-up (page 15) and dot the graph. Send the family page (page 17) home the week the board is new; the hand-off page (page 18) goes with the board to any other adult.

WHAT THIS FILE IS

A fillable PDF: a 7-word needs and wants board, a smaller quick board of the four most urgent words, the same 7 words as cut-apart cards in two print styles, and the data pages behind them. Works offline, no account, prints the same on every machine.

WHAT THIS FILE IS NOT

Not an editable online slideshow or word-processor document, and not a speech-generating device, a program, or a finding of any kind. Supplies no prompting method or order to teach the words in, and promises no outcome; it shows a set of pictures and counts what was selected.

HOW THIS FITS WITH A CORE VOCABULARY BOARD

Covers seven physical needs — bathroom, food, water, hurt, tired, break and help. A core vocabulary board (separate file) covers action/request words used across every activity — go, want, more, yes, no. “Help” is the one word both carry, on purpose. This file is the needs-specific companion, not a replacement.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student communicating a basic physical need for the first time	Board, page 6
A board for a keychain, lanyard or desk corner — the four most urgent needs	Quick board, page 7
A worn card, a spare set, or a sentence strip built by hand	Cut-apart cards, page 8
A photocopier, or a copy that goes home	Ink-saver cards, page 11
The IEP meeting or a family conference	Roll-up and graph, page 15; example, page 16

IF SOMETHING DOES NOT WORK

Field will not hold typing? Open in Acrobat Reader, not a browser. **Wrong-reading picture?** Use a blank card; Ask a Question for a free fix.

BOARD

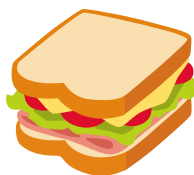
Needs and Wants Board

NAME _____

TODAY _____



bathroom



food



water



hurt



tired



break



help

ADD A
WORD**HOW THE BOARD IS USED**

Point to or hand over one picture at a time. Pair one of these seven with an action word from a core vocabulary board — “want” then “bathroom” — if the student has one (page 13). The board is never cut apart — the cards on the next page carry the same 7 words for that.

THE ONE EMPTY CELL

Left for a need this set does not cover. Make a blank card (page 9), glue or draw a picture on it, and tape it into the empty cell so the board grows without being reprinted.

BOARD

Quick Needs Board (2 Per Sheet)

NAME

TODAY



bathroom



hurt



break



help

CUT HERE

NAME

TODAY



bathroom



hurt



break



help

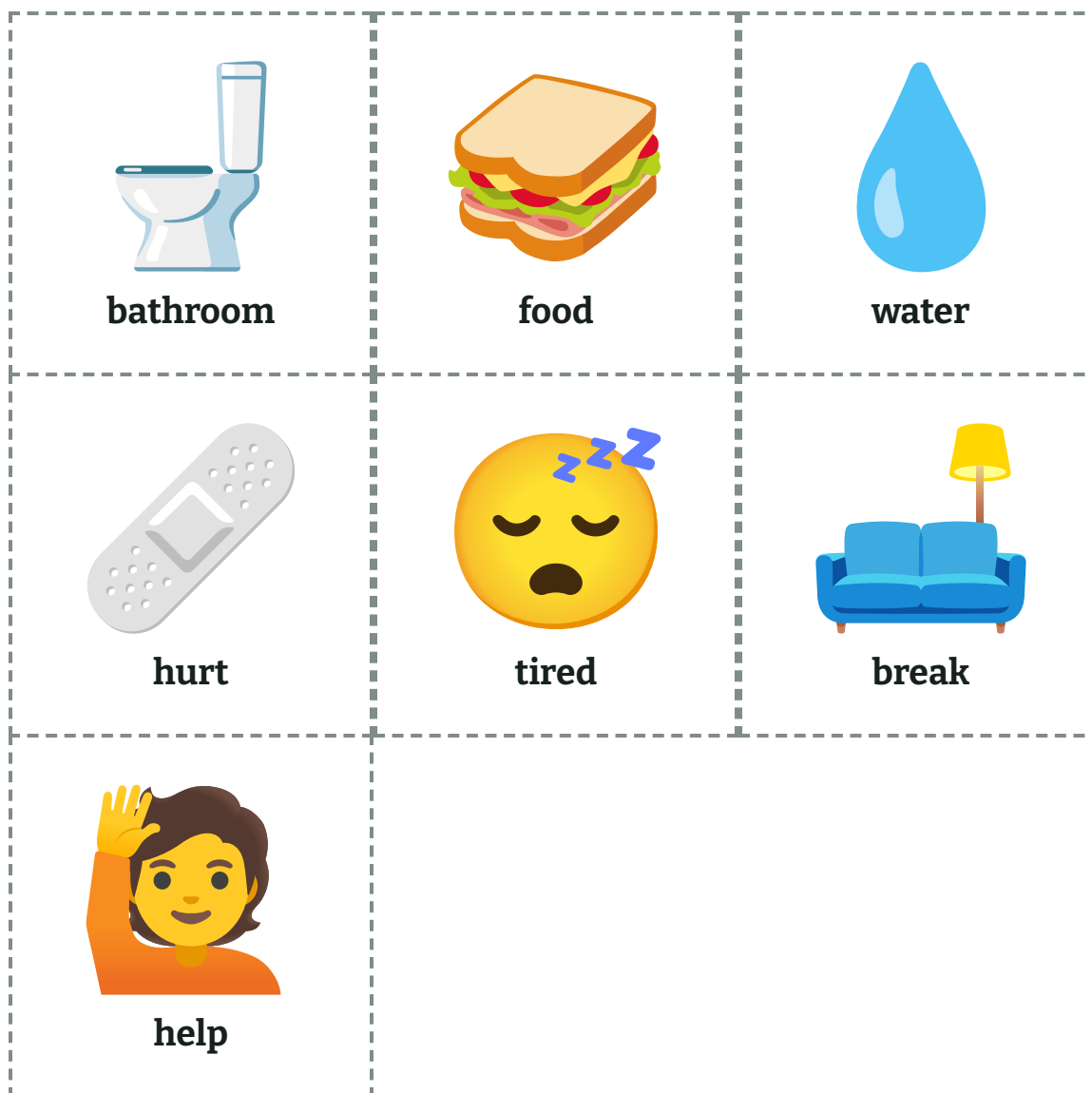
WHY THIS BOARD IS SMALLER

The four most urgent needs — bathroom, hurt, break and help — sized for a lanyard, a keyring or a desk corner. It is not a replacement for the full seven-word board (page 6); it travels where the full board cannot, for the needs least safe to wait on.

CARDS

Needs and Wants Cards (Color)

All 7 needs and wants cards, cut apart from the board (page 6) so one can be swapped, carried loose, or lined up with a core-board action word to build a short message. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same cards in the ink-saver set are on page 11.

**BUILDING A TWO-WORD MESSAGE**

These seven cards are needs, not full sentences. If the student also has a core vocabulary board, line an action word up in front of one of these — “want” then “bathroom,” “help” then “hurt” — and read the two back in that order. Without a core board, one card handed over is a complete request on its own.

WHY A SECOND COPY OF THE BOARD

The board (page 6) stays laminated and whole; these cards are the working set — one moves to a pocket chart, a sentence strip or a spare velcro spot without touching the board itself. Lost or worn cards are replaced from this same sheet on a reprint.

CARDS

Needs and Wants Cards (Ink-Saver)

All 7 needs and wants cards, cut apart from the board (page 6) so one can be swapped, carried loose, or lined up with a core-board action word to build a short message. Print on cardstock, cut on the dashed lines, velcro on the back. This is the ink-saver set; the same cards in the color set are on page 8.

**BUILDING A TWO-WORD MESSAGE**

These seven cards are needs, not full sentences. If the student also has a core vocabulary board, line an action word up in front of one of these — “want” then “bathroom,” “help” then “hurt” — and read the two back in that order. Without a core board, one card handed over is a complete request on its own.

WHY A SECOND COPY OF THE BOARD

The board (page 6) stays laminated and whole; these cards are the working set — one moves to a pocket chart, a sentence strip or a spare velcro spot without touching the board itself. Lost or worn cards are replaced from this same sheet on a reprint.

 LOG

Communication Log

One row every time a word is selected from the board. It counts one thing: whether it was independent.

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME OR SETTING	WORD USED	INDEPENDENT? (Y / N)	HELP GIVEN (YOUR OWN WORDS)	INITIALS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						

WHAT “INDEPENDENT” MEANS ON THIS SHEET

Y when the word was selected with no second point and no hand-over-hand help, after the word was said once. Anything more is N, and the help column says what the more was.

THE HELP COLUMN IS YOUR OWN CODE

Write what you actually did — nothing, pointed once more, hand-over-hand, said the word twice. Use the same short words every day so two rows can be compared, and total the Y rows on the roll-up (page 15) at the end of the week.

TRACKER

Weekly Roll-Up and Graph

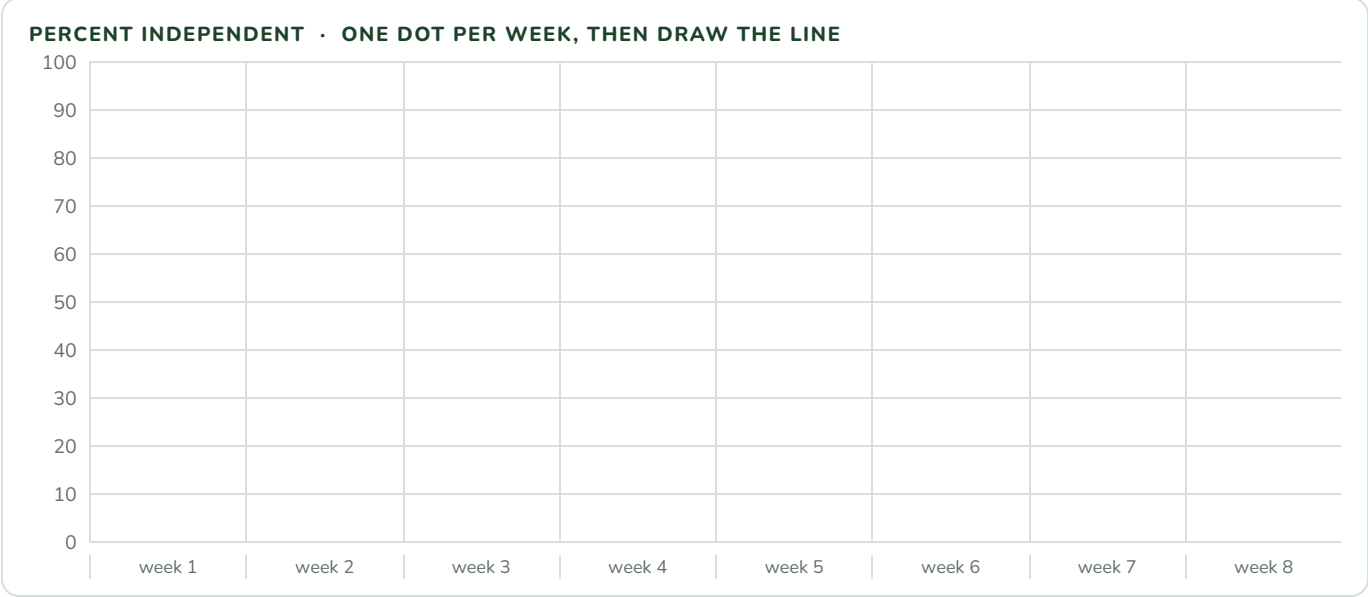
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	BOARD USES	INDEPENDENT	PERCENT	MOST-USED WORD	NOTES
1						
2						
3						
4						
5						
6						
7						
8						



FIGURING THE PERCENT

Count the rows on the log (page 14) for the week: every row is one board use, every Y is one independent selection. Independent divided by uses, times 100, rounded to the nearest whole number. The most-used word is the one that appears most in that column.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is naming needs with less help; the criterion field above is where your team's own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.



EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the two tables above.

Priya is invented, and so is every mark on this page. One school day on the log, then three weeks on the roll-up, to show how the two pages read once real marks are on them.

The log, one day (page 14)

#	DATE	TIME OR SETTING	WORD USED	INDEPENDENT? (Y / N)	HELP GIVEN (YOUR OWN WORDS)	INITIALS
1	9/30	8:15 · Morning arrival	bathroom	Y	None	RC
2	9/30	9:40 · Snack	food	Y	None	RC
3	9/30	10:30 · Centers	break	N	Pointed to the picture	RC
4	9/30	11:15 · Recess	water	Y	None	RC
5	9/30	1:20 · Small group	hurt	Y	None	RC
6	9/30	2:45 · Pack-up	help	Y	None	RC

The roll-up, three weeks (page 15)

#	WEEK OF	BOARD USES	INDEPENDENT	PERCENT	MOST-USED WORD	NOTES
1	9/9	18	8	44%	food	Board introduced this week
2	9/16	20	12	60%	bathroom	No absences
3	9/23	22	17	77%	food	Home practice started

READING THE NUMBERS

The day above: 5 of 6 board uses independent, 83 percent, and the one N row names the help in the adult's own words. The weeks: 8 of 18 (44 percent), then 12 of 20 (60 percent), then 17 of 22 (77 percent) — a line rising week on week. Every percent is that row's own independent count divided by its uses.

A LINE THIS SHEET COULD WRITE

"With the needs board available, Priya named a need independently on 17 of 22 board uses the week of 9/23 (77 percent), up from 8 of 18 the week of 9/9. Help given on the other uses: a second point to the word."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 15) at 44, 60 and 77, joined by a line that rises. The help column on the 1 N row above names the specific help given, so the log shows not just how often help was given but which kind.

WHAT THIS EXAMPLE IS NOT

One invented child's day and three weeks. It sets no typical rate, predicts nothing about a real student, and the criterion field would hold whatever Priya's team wrote — not a number this file supplies.