

Core Vocabulary AAC Board

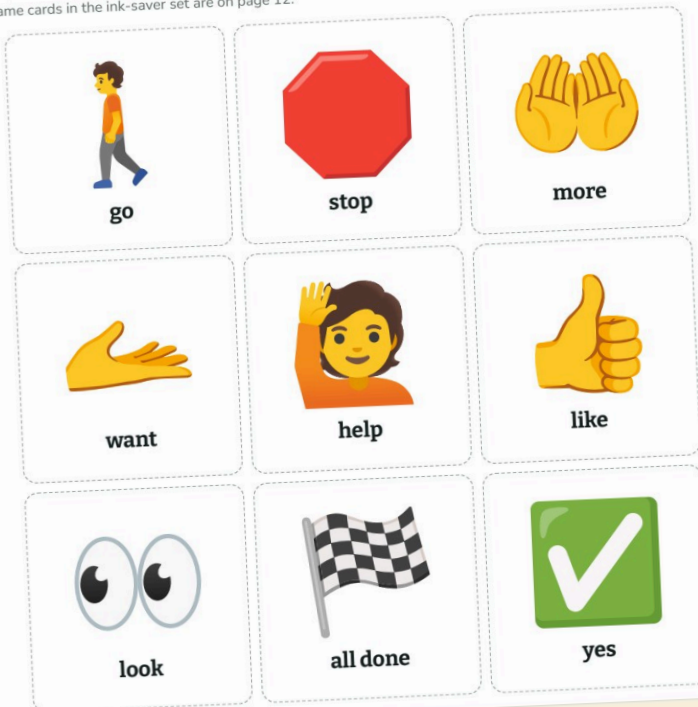
SECTION 1 · THE BOARD AND COLOR CARDS

CORE VOCAB BOARD

CARDS

Core Vocabulary Cards, 1 of 2 (Color)

The first 9 of 17 core-vocabulary cards, cut apart from the board (page 6) so one can be swapped, carried loose, or lined up 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 12.



BUILDING A TWO-WORD MESSAGE

Line two cards up left to right on the desk or a sentence strip — "want" then "drink" — and read them back in that order (page 15). "more," "want" and "help" combine with almost any card on the second sheet (page 9).

WHY A SECOND COPY OF THE BOARD

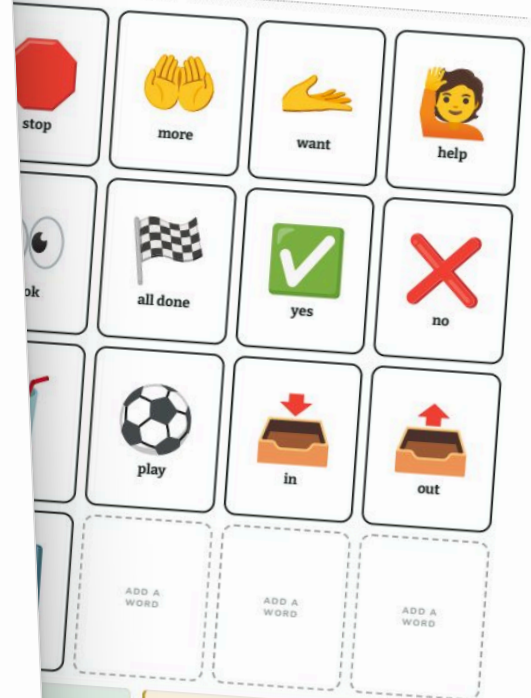
The board (page 6) stays laminated and whole; these cards are the working set — one moves to a pocket chart, a sentence strip or a spare velcro spot without touching the board itself. Lost or worn cards are replaced from this same sheet on a reprint.

AND COLOR CARDS

Vocabulary Board

CORE VOCAB BOARD

TODAY



me; two
message
— the
the same

THE THREE EMPTY CELLS

Left for a word this set does not cover. Make a blank card (page 10), glue or draw a picture on it, and tape it into an 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 6–10



Core Vocabulary
Board
BOARD

6



Quick Core Board
(2 Per Sheet)
BOARD

7



Core Vocabulary
Cards, 1 of 2
(Color)
CARDS

8



Core Vocabulary
Cards, 2 of 2
(Color)
CARDS

9



Blank Cards (Type
or Write the
Word)
CARDS

10

02 The Ink-Saver Cards

PAGES 12–13



Core Vocabulary
Cards, 1 of 2 (Ink-
Saver)
CARDS

12



Core Vocabulary
Cards, 2 of 2 (Ink-
Saver)
CARDS

13

03 Using It, Data and Home

PAGES 15–22



How to Use the
Board
REFERENCE

15



Communication
Log
LOG

16



Weekly Roll-Up
and Graph
TRACKER

17



Filled Example
EXAMPLE

18



Family Page
NOTES

19



Hand-Off to
Another Adult or
Room
NOTES

20



Phrase Bank
REFERENCE

21



Storage and
Binder Labels
REFERENCE

22

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 (pages 8–9) from the color set, or the ink-saver set (pages 12–13) on plain paper, cut on the dashed lines, velcro on the back.

Blank cards for anything missing are on page 10: type the word, print, cut, tape into an 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 21). Two pictures touched in a row build a short message.

The how-to page (15) has the rest: waiting for a response, adding a missing word, and what this board is not.



3

Log it, roll it up, send it home

One row on the log (page 16) each time a word 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 17) and dot the graph. Send the family page (page 19) home the week the board is new; the hand-off page (page 20) goes with the board to any other adult.

WHAT THIS FILE IS

A fillable PDF: a 17-word core vocabulary board, a smaller quick board, the same 17 words as cut-apart cards in two sets, and the data pages behind them, with type-in fields on the log, the roll-up, the family and hand-off pages and the blank cards. It works offline with no account or subscription and prints the same on every machine.

WHAT THIS FILE IS NOT

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

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student communicating with pictures for the first time	Board, page 6
A board for a keychain, lanyard or desk corner	Quick board, page 7
A worn card, a spare set, or a sentence strip built by hand	Cut-apart cards, pages 8–9
A photocopier, or a copy that goes home	Ink-saver cards, pages 12–13
The IEP meeting or a family conference	Roll-up and graph, page 17; example, page 18

IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A picture reads as a different word to my student.** Use a blank card for that word; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log, roll-up or example-style note is a student record — initials only on anything that leaves your hands, first name only on the family page.

BOARD

Core Vocabulary Board

NAME _____

TODAY _____



go



stop



more



want



help



like



look



all done



yes



no



eat



drink



play



in



out



up



down

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

Point to or hand over one picture at a time; two pictures in a row build a short two-word message (page 15). The board is never cut apart — the cards on the pages after it (page 8) carry the same 17 words for that.

THE THREE EMPTY CELLS

Left for a word this set does not cover. Make a blank card (page 10), glue or draw a picture on it, and tape it into an empty cell so the board grows without being reprinted.

BOARD

Quick Core Board (2 Per Sheet)

NAME

TODAY



go



stop



more



want



help



yes



no



all done

CUT HERE

NAME

TODAY



go



stop



more



want



help



yes



no



all done

WHY THIS BOARD IS SMALLER

Eight of the seventeen words — the ones a student reaches for most — sized for a lanyard, a keyring or a desk corner. It is not a replacement for the full board (page 6); it travels where the full board cannot.

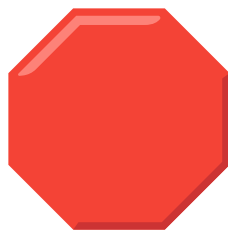
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go



stop



more



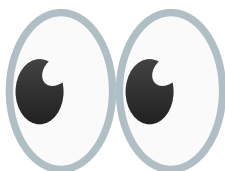
want



help



like



look



all done



yes

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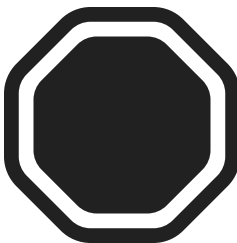
CARDS

Core Vocabulary Cards, 1 of 2 (Ink-Saver)

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go



stop



more



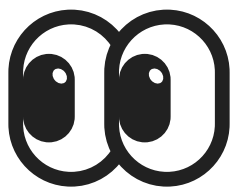
want



help



like



look



all done



yes

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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 17) 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						

PERCENT INDEPENDENT · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the rows on the log (page 16) 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 selecting words 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.

Theo 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 16)

#	DATE	TIME OR SETTING	WORD USED	INDEPENDENT? (Y / N)	HELP GIVEN (YOUR OWN WORDS)	INITIALS
1	9/29	8:30 · Morning meeting	yes	Y	None	MJ
2	9/29	9:15 · Snack	eat	N	Pointed to the picture	MJ
3	9/29	10:00 · Centers	more	Y	None	MJ
4	9/29	11:20 · Recess	play	Y	None	MJ
5	9/29	1:00 · Reading group	help	N	Said the word with him	MJ
6	9/29	2:30 · Pack-up	all done	Y	None	MJ

The roll-up, three weeks (page 17)

#	WEEK OF	BOARD USES	INDEPENDENT	PERCENT	MOST-USED WORD	NOTES
1	9/8	20	9	45%	more	Board introduced this week
2	9/15	22	13	59%	yes	No absences
3	9/22	24	17	71%	more	Home practice started

READING THE NUMBERS

The day above: 4 of 6 board uses independent, 67 percent, and every N row names the help in the adult's own words. The weeks: 9 of 20 (45 percent), then 13 of 22 (59 percent), then 17 of 24 (71 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 core board available, Theo selected a word independently on 17 of 24 board uses the week of 9/22 (71 percent), up from 9 of 20 the week of 9/8. 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 17) at 45, 59 and 71, joined by a line that rises. The help column on the 2 N rows above reads the same two phrases each time, 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 Theo's team wrote — not a number this file supplies.