**8-Week Curriculum for AAC Coreboard Slap Bracelet**

*Product: A ten word AAC coreboard slap bracelet for use by alternative communicators in extra curricular activities and daily routines.*

Contains the following core words/phrases: help, all done, more, stop, yes, no, bathroom, take a break, drink, eat

**Week 1: Introduction to Core Vocabulary**

**Objective:** Familiarize students with the coreboard and its basic vocabulary.

* **Activities:**
  + **Orientation Session**: Introduce the coreboard bracelet, explaining its purpose and how to use it. Demonstrate how to select words and create simple phrases.
  + **Core Vocabulary Exploration**: Engage students in activities where they explore the coreboard, such as matching words to pictures or symbols.
  + **Basic Requests**: Practice using the coreboard to make simple requests (e.g., “yes”, “no,” “take a break,” “bathroom,” etc.
* **Evaluation:**
  + **Observation**: Assess students’ ability to locate and select core vocabulary words.
  + **Feedback**: Provide immediate feedback and reinforcement to encourage use.

**Week 2: Building Simple Sentences**

**Objective:** Help students use core vocabulary to create simple sentences.

* **Activities:**
  + **Sentence Building**: Practice combining core words to form basic sentences (e.g., “yes, eat” “no, drink”).
  + **Role-Playing**: Create scenarios where students use the coreboard to participate in simple conversations (e.g., asking for items or expressing preferences).
  + **Sentence Cards**: Use pre-made sentence strips with core vocabulary for students to assemble and use in context.
* **Evaluation:**
  + **Sentence Formation**: Observe and record students’ ability to construct simple sentences.
  + **Interaction**: Evaluate their participation in role-play activities and their ability to use sentences appropriately.

**Week 3: Expanding Vocabulary and Sentence Structure**

**Objective:** Introduce additional vocabulary and practice more complex sentence structures.

* **Activities:**
  + **Vocabulary Expansion**: Introduce and model new core words and phrases (e.g., “I need help,” “I want to eat”).
  + **Complex Sentences**: Practice creating sentences with more elements (e.g., “I want to take a break”).
  + **Interactive Stories**: Create and tell stories using the coreboard, allowing students to contribute words and sentences.
* **Evaluation:**
  + **Vocabulary Use**: Check if students are using the new vocabulary correctly.
  + **Sentence Complexity**: Assess students’ ability to form more complex sentences and integrate new words.

**Week 4: Functional Communication**

**Objective:** Apply core vocabulary in functional communication situations.

* **Activities:**
  + **Daily Routines**: Practice using the coreboard for common daily activities (e.g., during meals, getting dressed).
  + **Social Interactions**: Role-play social situations such as greetings, asking for help, or expressing feelings.
  + **Problem-Solving**: Use the coreboard to address problems or requests in hypothetical scenarios.
* **Evaluation:**
  + **Functional Use**: Observe how students use the coreboard during daily activities and in social interactions.
  + **Problem-Solving Skills**: Evaluate their ability to use the coreboard to handle various situations.

**Week 5: Personal Interests and Preferences**

**Objective:** Use core vocabulary to express personal interests and preferences.

* **Activities:**
  + **Interest Exploration**: Discuss and use the coreboard to express likes and dislikes (e.g., favorite foods, activities).
  + **Preference Polls**: Conduct simple polls or surveys using the coreboard to gather and express preferences.
  + **Personalized Phrases**: Create and practice phrases that reflect the students’ interests (e.g., “I want more legos,” “I want to drink juice”).
* **Evaluation:**
  + **Personal Expression**: Assess how well students use the coreboard to communicate their personal interests.
  + **Engagement**: Monitor their engagement and participation in activities related to their preferences.

**Week 6: Expanding to Questions and Responses**

**Objective:** Teach students to use core vocabulary for asking and answering questions.

* **Activities:**
  + **Question Formation**: Practice forming questions using the coreboard (e.g., “do you need to use the bathroom?”)
  + **Response Practice**: Respond to questions using core vocabulary (e.g., “That is a drink. I am drinking water.”)
  + **Interactive Games**: Play games that involve asking and answering questions, such as “20 Questions” or “Guess the Object.”
* **Evaluation:**
  + **Question Use**: Observe students’ ability to ask relevant questions and use appropriate responses.
  + **Interactive Skills**: Evaluate their participation in interactive games and scenarios.

**Week 7: Creating Stories and Conversations**

**Objective:** Use core vocabulary to create stories and engage in extended conversations.

* **Activities:**
  + **Story Creation**: Work with students to create and share simple stories using the coreboard (e.g., “Once upon a time…”).
  + **Extended Conversations**: Engage in longer conversations using core vocabulary, focusing on topics of interest to the students.
  + **Group Sharing**: Encourage students to share their stories or participate in group discussions using their coreboard.
* **Evaluation:**
  + **Storytelling Ability**: Assess students’ ability to use core vocabulary to create and narrate stories.
  + **Conversation Skills**: Evaluate their effectiveness in participating in extended conversations.

**Week 8: Review and Consolidation**

**Objective:** Review and consolidate the skills learned over the previous weeks.

* **Activities:**
  + **Review Sessions**: Revisit core vocabulary and key concepts covered in previous weeks. Reinforce their use through games and activities.
  + **Student Showcase**: Allow students to demonstrate their communication skills through presentations or role-plays.
  + **Goal Setting**: Discuss and set new communication goals based on progress made.
* **Evaluation:**
  + **Overall Progress**: Evaluate students’ overall progress in using the coreboard effectively.
  + **Future Goals**: Assess areas for further development and set goals for continued improvement.

**Additional Tips:**

* **Visual Aids:** Use visuals and symbols consistently to help students associate words with meanings.
* **Consistency:** Ensure that the core vocabulary is consistently used across different settings (home, school, therapy).
* **Engagement:** Make learning fun and engaging through interactive and hands-on activities.

This curriculum provides a structured approach to building communication skills using an AAC coreboard slap bracelet, helping students become more proficient and confident communicators. Adjustments may be necessary based on individual student needs and progress.