

More Bubbles, Please: Requesting with a Core Board

a 30 minute communication lesson for a group of 3

SUBJECT	Communication
AGES	5-8
GROUP	3 students
DATE	

80%

TARGET

The goal, from the IEP. Given a core board and a motivating activity, the student will request more or want using AAC, with modeling and no physical prompts, in 4 of 5 opportunities.

Today's objective. Students will use a core board to request more of a motivating activity during structured play.

1

WARM-UP

Greet each student and place their board in reach

Model hello on your own board as you greet.

4
MIN

ENGAGEMENT

○○○

2

DIRECT INSTRUCTION & MODELING

Blow bubbles once, then stop and wait with expectation

Model more on your board and blow again immediately. Repeat the model twice so the pairing is obvious.

6
MIN

CHECKS

○○○

3

GUIDED PRACTICE

Offer the choice board and start the chosen activity

Pause the fun, wait five seconds, and look at the student's board. If no request comes, point to more without touching the student's hand. The instant the student touches more, restart the fun and name it: more bubbles.

10
MIN

TRIALS

○○○○○○○

4

INDEPENDENT PRACTICE

Rotate the three activities so each student gets fresh motivation

Record each opportunity as independent, modeled, or missed.

7
MIN

CORRECT / TOTAL

○○○○○○○○
○○

5

CLOSURE

Model all done as each activity ends

Let each student pick tomorrow's first activity from the choice board.

3
MIN

NOTES

IF THE PLAN NEEDS A RESET

.....
.....

REINFORCEMENT

The activity itself restarting instantly. Imitating the student's delight out loud. First pick on the choice board tomorrow

SENSORY

Startles at loud pops; keep the bubble wand low and slow at first.

PREP & MATERIALS

stage this before the students arrive

MATERIALS

- ☐ Core boards, one per student, more and want in home positions
- ☐ Bubbles, spinning top, and one light-up toy
- ☐ Choice board with photos of the three activities
- ☐ Clipboard data sheet per student
- ☐ Teacher's own core board for modeling

VOCABULARY

More · Want · Stop · Go · All done

SUPPORTS STAGED

AAC / Communication Supports · Choice Board · Errorless Learning · Positive Reinforcement · Movement Breaks

DIFFERENTIATION

the same lesson at three levels

MORE SUPPORT

Shrink the board to a two symbol strip, more and stop, and accept any touch near the symbol as the request.

ACCOMMODATIONS

- ☒ Board within reach at all times
- ☒ Five second wait before any prompt
- ☒ Quiet corner available after group
- ☒ Low and slow bubbles at first

ON LEVEL

Request more or want on the full core board with only a point model, most opportunities.

MORE CHALLENGE

Expect a two symbol message, want bubbles, before restarting, and honor stop the moment it is touched.

MODIFICATIONS

How will the task or materials be changed?

A verbal peer in the group answers with speech while still touching the symbols, keeping every model bimodal.

ASSESSMENT & DATA

the data window is independent practice

ASSESSMENT TYPE

- ☒ Observation ☐ Checklist ☐ Work Sample
- ☒ Data Collection ☐ Other

WHAT SUCCESS LOOKS LIKE

The student initiates a request on the board without physical help in 4 of 5 paused moments.

Accuracy goal: 80%

QUICK TALLY ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

STUDENT	TRIAL 1	TRIAL 2	TRIAL 3	ACCURACY	PROMPT LEVEL

GENERALIZATION

How will we practice this skill in other settings?

Pause snack with the same board so more works for crackers exactly as it worked for bubbles.

HOME CONNECTION

How can families support this skill at home?

Send home a printed core strip and coach the family to pause a favorite activity and wait for the request.

EXTENSION

Ideas to extend learning further.

Add a peer turn: one student requests, then blows the bubbles for a friend who requests next.

AFTER THE LESSON

What worked and what should change?

Never take the board away as a consequence. Honor stop immediately; trust in the board is the whole lesson.