The following provides initial guidance to school teams on how to introduce and use the 3D symbols. This document will continue to be revised as a result of ongoing research to further define effective practices. Please visit www.project-core.com for the latest version.

3D Symbol Core Sandwich – GO

First:

Recognize that an activity involves movement that can accurately be represented with GO.

Next:

Place the 3D symbol for GO in the student's dominant hand (the side with the loop is always by the fingers, Braille faces up so the tips of the fingers can brush across).
Say the word GO.
For students who are deaf, sign an approximation of the word GO using hand-under-hand with the student's non-dominant hand (e.g., use an upward facing open palm and move it under the student's hand away from the body).

Sandwich (link the symbol with the known feeling of moving):

Start GO-ing and stop after a minute or so.

Then:

Remove the symbol GO from the student's hand and place it in a designated area.
Lift the student's hand to brush across the 3D symbol for GO.
Help the student pick up and explore the GO symbol.
Say the word GO.
For students who are deaf, sign an approximation of the word GO using hand-under-hand with the student's non-dominant hand
Place the 3D symbol for GO back in the designated area.

Last:

Tap 2x under the student's wrist.
If the student touches the 3D symbol, respond by putting the symbol in his/her hand and GO more.
If the student does not touch the 3D symbol and you need to continue GO-ing. place the symbol in his/her hand, and say the word GO or sign GO if the student is deaf.
Then GO.

NOTE: The student is not required to use the symbol in order to go. You are teaching the association between the act of going and the 3D symbol. It may be several weeks or months before there have been enough learning opportunities for the student to use the symbol in any meaningful way.

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3D Symbol Core Sandwich- LIKE

First:

Recognize that the student is indicating pleasure about something that is happening/present.

Next:

Place the 3D symbol for LIKE in the student's dominant hand (the side with the loop is always by the fingers, Braille faces up so the tips of the fingers can brush across)
Say the word LIKE.
For students who are deaf, sign an approximation of the word LIKE using hand-under-hand with the student's non-dominant hand (e.g., use hand shape for letter A, start the sign a bit out from the student's chest with palm facing in [but not touching], then move your hand away from the body).

Sandwich (link the symbol with his/her preference or pleasure in response to an object, activity, sensory input):
Present the preferred object, activity, sensory input while helping the student move his/her dominant hand with LIKE in it.

Then:

Remove the symbol LIKE from the student's hand and place it in a designated area.
Lift the student's hand to brush across the 3D symbol for LIKE.
Help the student pick up and explore the LIKE symbol.
Say the word LIKE.
For students who are deaf, sign an approximation of the word LIKE using hand-under-hand with the student's non-dominant hand
Place the 3D symbol for LIKE back in the designated area.

Last:

Tap 2x under wrist.
If the student touches the LIKE symbol, respond by presenting the preferred object, activity, sensory input while helping the student move his/her dominant hand with LIKE in it.
If the student does not touch the LIKE symbol stop presenting the preferred object, activity, sensory input for a few minutes before repeating the cycle.

NOTE: The student is not required to use the symbol in order to get the preferred object, activity, or sensory. However, you will stop presenting for a few minutes and then reintroduce. You are teaching the association between the preferred things and the 3D symbol. It may be several weeks or months before there have been enough learning opportunities for the student to use the symbol in any meaningful way.

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3D Symbol Core Sandwich - NOT

First:

Recognize that the student is indicating displeasure or refusal about something that is happening or present.

Next:

Place the 3D symbol for NOT in the student's dominant hand (the side with the loop is always by the fingers, Braille faces up so the tips of the fingers can brush across).

Say the word NOT.

For students who are deaf, sign an approximation of the word GO using hand-under-hand with the student's non-dominant hand (e.g., use hand shape for letter A, start the sign just under but touching the student's chin with palm facing sideways, then move your hand away from the chin).

Sandwich (link the symbol with her displeasure or refusal in response to an object, activity, sensory input):

Present the object, activity, sensory input that the student is refusing while helping the student move her dominant hand with NOT in it.

Then:

Remove the symbol NOT from the student's dominant hand and place it in the designated area.

Lift the student's hand to brush across the 3D symbol for NOT.

Help the student pick up and explore the NOT symbol.

Say the word NOT.

For students who are deaf, sign an approximation of the word NOT using hand-under-hand with the student's non-dominant hand.

Place the 3D symbol for NOT back in the designated area.

Last:

Tap 2x under wrist.

If the student touches the NOT symbol, respond by stopping the presentation of the object, activity, or sensory input.

If the student does not touch the NOT symbol, continue to try to present the object, activity, or sensory input for a minute or so before stopping.

NOTE: The student is not required to use the symbol in order to get the object, activity or sensory input to stop. You are teaching the association between the NOT and the 3D symbol. It may be several weeks or months before there have been enough learning opportunities for the student to use the symbol in any meaningful way.