MY BUDDY AAC

Vocabulary Learning Workbook

Learn the board. Build original messages. Practice during real life.

For communicators, families, teachers, aides, and care teams

An original, printer-friendly companion to the free My Buddy communication board

2026 edition | quantumneuroshift.com



01

How to use this workbook

Use this beside the live My Buddy board. Point to words on the device while you talk. Let the communicator explore. Practice is for learning, not testing.

The goal is communication

- Honor every clear message, including no, stop, different, and all done.
- Model one or two words beyond the communicator's current message length.
- Keep words in stable locations. Repetition helps the movement become familiar.
- Do not require perfect tapping, eye contact, imitation, or a spoken response.
- Keep the full vocabulary available. Focus Practice can reduce visual distraction without removing access.

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02

What makes a strong AAC system

My Buddy is organized to support original language, not only stored requests. The board combines frequently useful core words with folders for specific people, places, things, and topics.

Words, not only phrases	A person can combine words to say something new, change a message, ask a question, disagree, tell a story, or repair a misunderstanding.
Stable locations	A word stays in the same place. The communicator can learn the movement instead of searching a rearranged board.
Core words first	Words such as I, want, go, help, not, more, and different work across many activities.
Specific vocabulary too	Folders add names, foods, places, health words, school words, dates, and other personally useful language.
Grammar access	Pronoun forms, verb forms, endings, question words, articles, and joining words support more complete language.
Multiple access supports	Full View, Simple View, Find, Focus Practice, editing, photos, keyboard access, and speech settings serve different needs.

My Buddy is not a medical device and does not replace an individualized AAC assessment. A speech-language pathologist can help match access, vocabulary, and support to the communicator.

03

The My Buddy home map

This is the exact 12 by 7 word order used by the current English Full View board. The small labels show each button's word job. The app also displays a symbol.

I PRONOUN	we PRONOUN	want VERB	like VERB	go VERB	help VERB	is VERB	on GRAMMAR	in GRAMMAR	up GRAMMAR	feel VERB	here GRAMMAR
you PRONOUN	they PRONOUN	play VERB	eat VERB	drink VERB	look VERB	come VERB	give VERB	do VERB	can VERB	talk VERB	again GRAMMAR
he PRONOUN	she PRONOUN	make VERB	get VERB	put VERB	open VERB	turn VERB	read VERB	sit VERB	walk VERB	run VERB	down GRAMMAR
it PRONOUN	sleep VERB	need VERB	that GRAMMAR	love VERB	happy ADJECTIVE	not GRAMMAR	out GRAMMAR	off GRAMMAR	sad ADJECTIVE	and GRAMMAR	the GRAMMAR
yes SOCIAL	more ADJECTIVE	good ADJECTIVE	big ADJECTIVE	hot ADJECTIVE	some ADJECTIVE	all done SOCIAL	little ADJECTIVE	bad ADJECTIVE	no SOCIAL	stop SOCIAL	cold ADJECTIVE
my PRONOUN	please SOCIAL	thank you SOCIAL	sorry SOCIAL	what GRAMMAR	where GRAMMAR	who GRAMMAR	when GRAMMAR	why GRAMMAR	how GRAMMAR	to GRAMMAR	grammar FOLDER
CLEAR FOLDER	food FOLDER	people FOLDER	feelings FOLDER	places FOLDER	animals FOLDER	things FOLDER	colors FOLDER	body FOLDER	clothes FOLDER	my words FOLDER	ABC FOLDER

Map reading tips

- Rows 1 through 4 hold stable pronouns, actions, grammar, and location words.
- Rows 5 and 6 add responses, descriptions, social language, questions, to, and the grammar doorway.
- Row 7 contains folder doorways. A folder opens more vocabulary while the home position stays unchanged.

04

Colors show what a word does

Color is a clue, not a rule the communicator must memorize. Each button also has a written word and a picture. In black-and-white printing, the word-job labels remain visible.

Green	Action words	go, help, make, open
Blue	Describing words	big, little, hot, different
Orange	People, places and things	school, teacher, food
Yellow	Pronouns	I, you, he, she, we, they
White	Grammar and location words	to, in, on, not, the
Pink	Social and conversation words	hello, please, sorry
Gray	Folder doorways	people, places, food, health

Try it

Find one action, one pronoun, one describing word, one grammar word, and one folder doorway on the home map. Circle each one above.

A color should remain consistent when a word appears on a linked page. Consistency helps the communicator predict the kind of language available.

05

Core words and folder words

Core words are useful across many settings. Folder words are more specific. Good communication needs both.

request: want, more, different	name a specific food, toy, person, or place
refuse: no, not, stop, all done	name what hurts or which medicine is needed
comment: like, good, funny, big	talk about a class, holiday, month, or hobby
direct: go, come, give, open, put	identify a caregiver, teacher, pet, or family member
ask: what, where, who, why, how	supply the exact topic of a question

Build these without using a stored sentence

request	I + want + different + food
refusal	no + not that
direction	go + to + school
health	I + feel + sick
repair	not that + I mean...

Messages are made from reusable parts

A request that can change with the situation

I PRONOUN	want VERB	different ADJECTIVE	food NOUN

A refusal or correction

no SOCIAL	not GRAMMAR	that GRAMMAR

06

Stable routes and repeated words

Some home words open an expanded page. The same word appears in the same position on that page, so the first tap opens the family and the second tap speaks the original word.

make	make plus related forms and useful action vocabulary	I + make + food
feel	feel plus feeling words	I + feel + worried
I / you / he / she / we / they	pronoun forms and predictable sentence starters	she + wants + more
grammar	endings, articles, joining words, questions, and sentence tools	walk + ing
folder doorway	specific vocabulary for that topic	go + to + school

Practice the movement

- Choose one useful word.
- Start at Home every time.
- Tap the doorway, then the target.
- Say the message naturally and continue the activity.
- Repeat during real moments, but never withhold the desired item or activity until a perfect tap.

Route I want to practice:

Example route: the repeated word remains the anchor

HOME: make VERB	→ GRAMMAR	**MAKE PAGE: make** VERB	→ GRAMMAR	**food** NOUN

07

Pronouns help build complete messages

The first columns keep pronouns in predictable home locations. Pronoun pages provide forms and common sentence frames without replacing flexible word-by-word language.

speaker	I	me	my / mine	I want my book
listener	you	you	your / yours	you help me
another person	he / she / they	him / her / them	they want it	
group including speaker	we	us	our / ours	we go together

Build two messages

1. Start with a person, add an action, then add one more word.
2. Change only the person and notice how the meaning changes.

Person + action + more information



08

Grammar supports flexible language

Grammar is available when it helps the communicator say the intended meaning. Do not correct every message. Model a slightly fuller version while responding to the message first.

negation	no, not, don't, can't	refusal, correction, disagreement
endings	-ing, -ed, -s	ongoing action, past action, plural or third person
time	now, before, later, yesterday	when something happens
questions	who, what, where, when, why, how	information and conversation
joining words	and, but, because, if	longer and more exact ideas
articles / helpers	a, the, am, is, are, was, were	sentence structure

Partner modeling examples

- Communicator: go school. Partner: Yes, we will go to school.
- Communicator: not that. Partner: You do not want that. You want different.
- Communicator: she sad. Partner: She is sad. What happened?

Grammar pieces can add time and detail

I PRONOUN	**was** GRAMMAR	**play** VERB	**-ing** GRAMMAR

09

Find and Focus Practice

Both tools teach the existing board. Neither tool changes the word map.

Find	you know the word but not its location	My Buddy shows the tap path and can teach the route one step at a time.
Focus Practice	a learner or partner is practicing a small target set	Chosen words and every needed doorway are highlighted. Other buttons remain visible and usable in their normal locations.
Simple View	a small phone screen or reduced display is needed	A smaller meaningful vocabulary remains available. Full View can be restored at any time.

Suggested first Focus Practice set

I, want, more, go, stop, help, no, yes

Add only words that matter in the person's real day. End Focus Practice whenever the person needs the whole board without dimming.

Words for our next practice:

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Practice 1: learn the home board

Use the map on page 4. This is an open-book activity. The purpose is to notice patterns, not memorize a test.

1. Write the six home pronouns.
2. Find four action words that could be used during play.
3. Find three words that can refuse or stop something.
4. Find the word that connects an action to a destination in go to school.
5. Name three folder doorways in the bottom row.
6. Find two question words.
7. Circle the button you would use to reach endings and sentence tools.

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Practice 2: build new messages

There can be more than one correct answer. Use the board to build a message that matches each situation.

You want to go somewhere different.	
You need someone to stop and listen.	
Something hurts, but the listener misunderstood where.	
You liked an activity and want it again.	
You want to ask who is coming.	
You want to say what happened yesterday.	
You do not know the word, so you describe it.	

Make one message longer by adding a person, action, description, place, or time word.

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Practice 3: communicate for many reasons

AAC is not only for requesting. Plan at least one natural opportunity for each communication function.

request	want, more, different	
refuse	no, stop, not, all done	
comment	like, funny, good, big	
ask	what, where, who, why, how	
direct	go, come, give, put, open	
share feelings	feel plus a feeling word	
repair	not that, I mean, show me	
social connection	hello, please, thank you, sorry	

A communication partner should notice and respond to all of these reasons, not only requests for objects.

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Practice 4: plan one daily routine

Choose a routine that already happens. Model useful words while the activity continues. Leave room for refusal, questions, comments, and unexpected messages.

Routine	
Where and when	
Core words to model	
Specific folder words	
Possible refusal	
Possible comment	
Possible question	
How we will wait and respond	

Examples: getting dressed, making food, using the bathroom, washing hands, going to school, taking medicine, playing a game, watching a show, or getting ready for bed.

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Communication partner practice

The partner's behavior can make communication easier or harder. Practice these habits before a high-pressure moment.

Keep the device within reach and charged.	Putting it away because the activity is messy, social, or fast.
Model words without demanding a copy.	Turning every model into a quiz or command.
Pause long enough for a response.	Answering for the communicator too quickly.
Believe and act on clear messages.	Ignoring no, stop, pain, different, or all done.
Confirm when a message is unclear.	Pretending to understand or repeatedly guessing.
Keep a printed backup available.	Relying on one battery, one browser, or one device.

Write a respectful response to each message

1. The communicator taps no when you expected yes.

2. The message does not make sense to you.

3. The communicator begins exploring buttons during a routine.

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Progress reflection and answer guidance

Progress is not a vocabulary score. Look for more autonomy, more reasons to communicate, easier navigation, and better partner response.

Messages the communicator initiated	
New communication reasons noticed	
Words or folders that were hard to find	
Vocabulary that should be personalized	
Access or voice settings to review	
What partners will model next	

Answer guidance for Practice 1

• Pronouns: I, we, you, they, he, she.

• Possible play actions include play, go, look, come, give, make, get, put, open, turn, read, sit, walk, run, and others.

• Possible stopping or refusing words include no, stop, not, don't, all done, and different depending on intent.

• The connecting word in go to school is to.

• Question words include what, where, who, when, why, and how.

• Use the grammar doorway for endings and sentence tools.

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Useful links and notes

These independent resources informed the teaching approach. Links are provided for further learning. My Buddy is not affiliated with these organizations or commercial AAC products.

My Buddy training library	quantumneuroshift.com/apps/my-buddy-training.html
ASHA AAC Practice Portal	asha.org/practice-portal/professional-issues/augmentative-and-alternative-communication
ASHA AAC in Early Intervention	asha.org/practice/early-intervention-provider-support/augmentative-and-alternative-communication-in-early-intervention
AAC Language Lab	aaclanguagelab.com/language-stages and /lesson-plans
AssistiveWare Learn AAC	assistiveware.com/learn-aac/learn-aac-guide
AAC & Autism	aacandautism.com/about/aac-things-to-know

Implementation notes

• My Buddy stores personalization on the local device, not on a My Buddy server.

• The app can work offline after it has been installed and loaded successfully as a PWA.

• Usage analytics were not added because the project prioritizes local privacy. Progress can be documented voluntarily on page 16.

• This workbook uses original text and diagrams. It does not reproduce proprietary symbol libraries or pages from another AAC product.

Notes