

# Active with AAC

## Swing

Most everyone enjoys swinging!  
Swinging is fun and can be good for our sensory systems. So, spend some time today on the swing, but there is still plenty to say. Read on below for ideas on what you can do and say to model language while swinging. Have fun!

### Core Words

|      |        |
|------|--------|
| Do   | I      |
| Get  | You    |
| Go   | Me     |
| Help | It     |
| Like | Fast   |
| Push | Slow   |
| Put  | High   |
| Spin | Please |
| Want | More   |

### Materials

|       |            |
|-------|------------|
| Swing | AAC User   |
|       | AAC Device |
|       | You        |

### Model It on the AAC System

Modeling on your child's AAC system is just "talking" using his/her language! When you say a word with your voice, also say it using your child's voice. Take time to learn about the organization of your child's language. Use Word Finder, a helpful tool, to remember where to find words.

finder  
word

Find  
Word

| Reasons to Communicate   | One Word   | Two Words  | Three(+) Words   |
|--|--|--|--|
| Getting Wants/Needs<br>Met<br><i>(requesting objects/ activities/permission/ attention, etc. directing action/to stop, request help)</i> | Go<br>On<br>In<br>Push<br>Put<br>You<br>Up<br>Stop                           | Get on<br>Get in<br>Push me<br>Put in<br>Go fast<br>Spin me<br>I do<br>You do  | I get on<br>Put me on<br>Help me on<br>Push me fast<br>Spin me fast<br>I do it<br>I want to stop<br>I want to go more  |
| Exchange Information<br><i>(share and show objects, confirm/deny, request information, etc.)</i>   | I<br>You<br>More<br>Like<br>Push<br>On<br>That<br>Go<br>High<br>Fast<br>Spin | Push me<br>Spin me<br>On that<br>Do that<br>Go fast<br>Go more<br>More fast<br>Get on<br>Go more<br>Spin more<br>Like it | I push you<br>Spin me please<br>Get on that one<br>Want go fast<br>Let's go more<br>Push me more<br>Like go fast<br>Will you push me<br>I like fast<br>I like slow<br>Stop it please |
| Social Closeness/Etiquette<br><i>(greet, take turns, comment, etc.)</i>  | I<br>You<br>My<br>Like<br>Go<br>Do<br>High<br>Fun<br>More                    | I like<br>Like this<br>I do<br>You do<br>My turn<br>More push<br>Go fast<br>Go slow<br>It stop                           | I like this<br>This is fun<br>I do it<br>You do it<br>Push me more<br>Let's go fast<br>That was fast<br>I go fast<br>You go slow   |

### Tips to Engage, Expand, and Succeed:




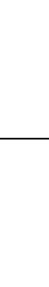

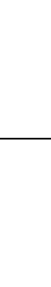

- Swinging inside? Swinging outside? It doesn't matter where you swing, just make sure you are having fun! But, depending on the situation, you may choose to use a low-tech board for communication (just in case to protect the device).
- Swinging provides our body with sensory input (to the vestibular system) that can be calming or can excite us. In either case, make sure that you are finding the right times to communicate without making it seem like "work".
  - When the swing stops, you can take the time to comment (that was fun, that was fast, you were spinning fast, etc.). Also, you could ask "What next" (if they want to pick a different activity, recurrence, or something else). But, don't make the AAC user ask for every push, that isn't natural and can be off-putting
  - When getting on the swing, make the AAC user request help or a push. You could also find out if they want to go fast or go slow.
- Don't anticipate the needs of the AAC user! Make sure you are allowing the AAC user time to initiate communication. It is also important to wait for answer; wait 10-20 seconds for an answer after you have asked the AAC user a question.


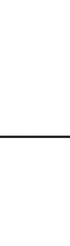


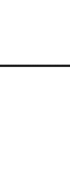




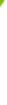
prc-salttillo



You can add this strip to a LAMP WFL, Unity 84, Unity 60 lite-tech system.








|   |       |
|---|-------|
|    | swing |
|    | push  |
|    | spin  |
|   |       |
|   |       |
|   |       |
|   |       |
|   |       |
|   |       |
|   |       |
|   | high  |
|  | low   |
|   | fast  |
|  | slow  |

|   |   |
|---|---|
|  <p>swing</p>  |  <p>push</p> |
|   |  <p>spin</p>   |
|   |   |
|   |   |
|   |   |
|  <p>high</p> |  <p>fast</p> |
|  <p>low</p>  |  <p>slow</p> |










A photograph of a 10x10 grid of colored squares, likely a magic square, with a vertical column of numbers on the left side. The numbers are 1 through 10, arranged vertically. The grid contains various colored squares, including red, yellow, green, blue, and white, arranged in a pattern that suggests a magic square.



|   |  |
|---|--|
|  <p>swing</p> |  <p>push</p> |
|   |  <p>spin</p> |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|  <p>high</p>  |  <p>fast</p> |
|  <p>low</p>   |  <p>slow</p> |

You can add this strip to the WordPower42 Basic Flip Book to the GROUPS tab.

|   |   |
|---|---|
|  <p>swing</p>   |  <p>push</p>   |
|   |  <p>spin</p>   |
|   |   |
|   |   |
|   |   |
|  <p>high</p> |  <p>fast</p> |
|  <p>low</p>  |  <p>slow</p> |