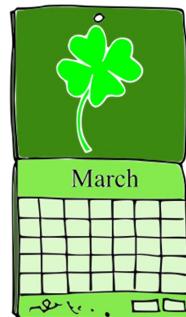
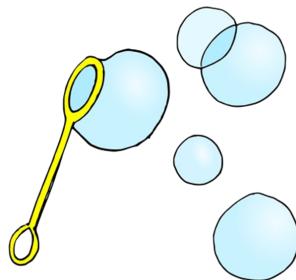
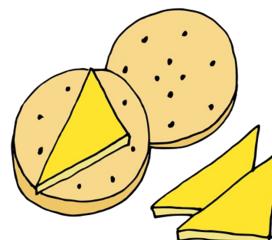


Choosing Activity First



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Steps to complete:

- 1 Choose a motivating activity or topic.
- 2 Fill in words in the different sections.
- 3 Write yourself a script.
- 4 Have fun!

- * This tool is designed to help you think through activities and target the use of core vocabulary during an activity.
- * Move beyond one word models and consider different language functions.
- * Some activities are filled out as an example.
- * Adapt to your AAC learner's style and needs.

Script Writing:

Scripts are a great way to help us think through the activity.

They might help others who also work with the student/client.

(Parents/caregivers, SLP, OT, PT, assistants, nurse, teachers, etc)

After we have used scripts for awhile, it will become easier and more automatic in other activities.

Adapt the sample scripts to your teaching/communication style. Start simple and then expand on what your AAC learner knows and what you are targeting.

The goal is to help foster language growth. Move beyond yes/no questions. Use open ended questions and statements to lead to a variety of communication functions.

Other Tips:

Place items in a container or opaque bag so your AAC learner needs to ask “what” or “help” or “look”.

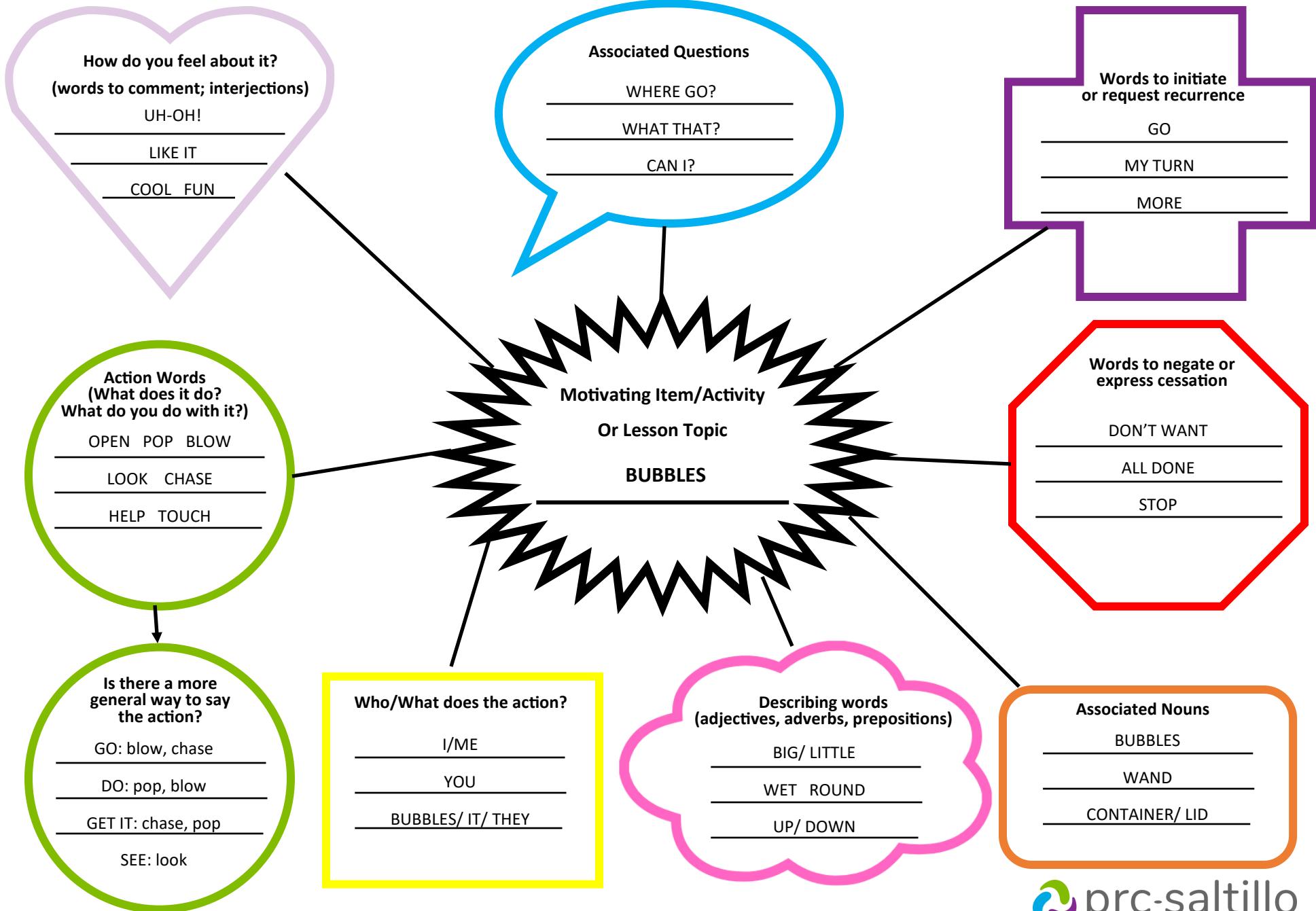
Teach your AAC learner how to “direct” you in the activity. (e.g. “What do you want me to do?”

Make comments and model the vocabulary on the device.

Respond! Respond! Even accidental hits need a response!

Have fun communicating!

Choosing Core Vocabulary: Activity-First Approach



Moving Beyond One Word

Activity: _____

1

Copy the words from "Choosing Core Vocabulary" worksheet here.

Like, it, cool, fun, pop, blow, look, chase, touch, go, do, get, see, feel,

Where, go, what, that, can, I, me, you, my, turn, more, want, all done,

Stop, uh-oh!, open, help, up, down, round, big, wet, little

3

Write what the communication partner needs to say/do in order to get the child to say the phrase on the right.

COMMUNICATION SCRIPT

*I have something in my bag.

*Bubbles! What should we do?

*(blowing bubbles) Where should the bubbles go?

*Big or little?

*What do you think?

*I like little bubbles. How do they feel?

*Should we do more or stop?

2

Come up with as many different 2+ word combinations using the above words and write them below. Add words as needed.

PHRASES/SENTENCES

What in/ side? Open I look

Help play blow see

Up down big bubble little

I like it! Cool! This is fun. See up.

Feel wet. Touch more. Get wet.

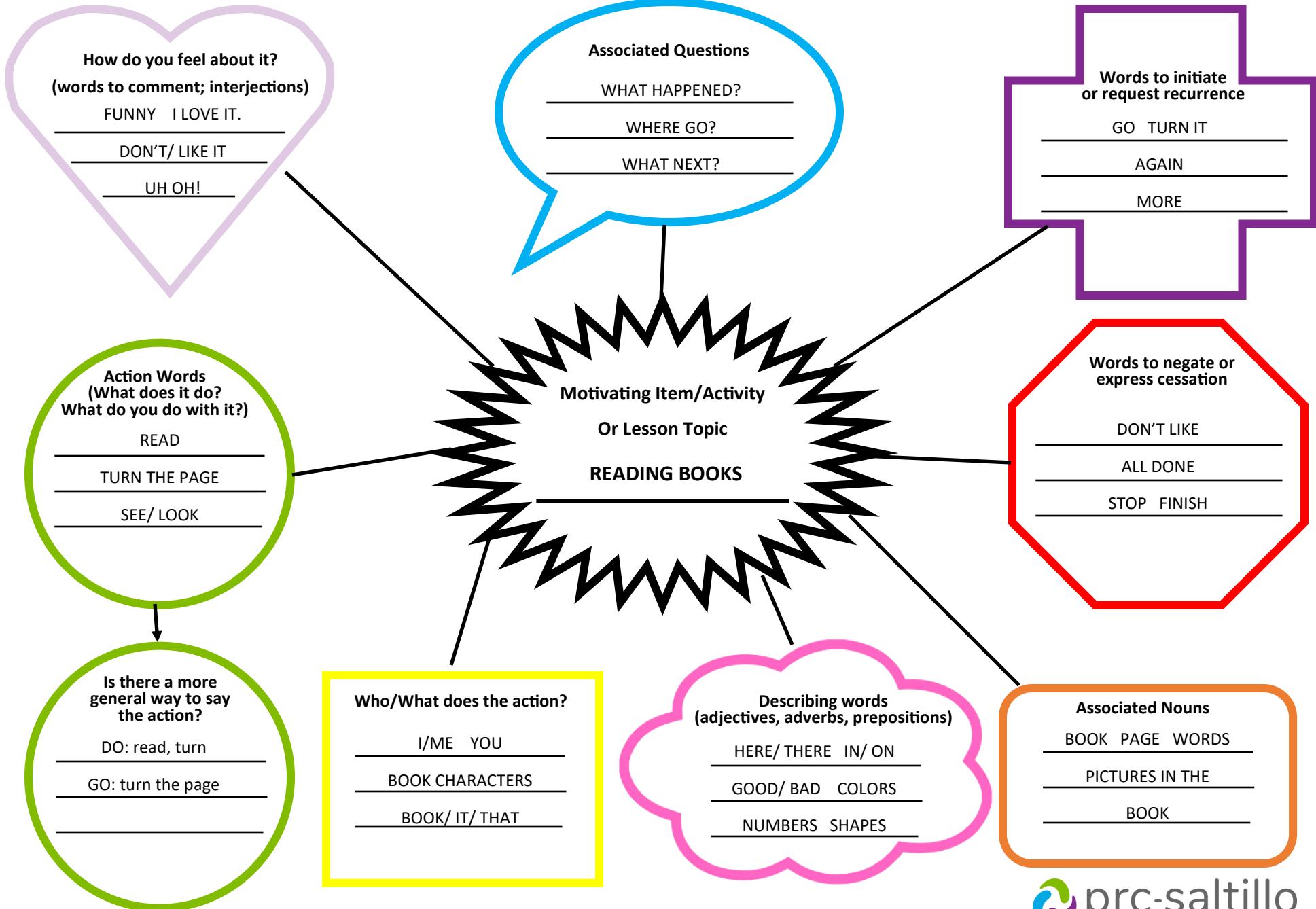
I want touch. Do more. My turn.

4

Review the phrases and make sure that you have included several different functions of communication:

Request (object, action, help, recurrence), Comment, Ask Question, Accept/Reject, Label, Exclaim, Express Feelings, Call/Greet

Choosing Core Vocabulary: Activity-First Approach



Moving Beyond One Word

Activity: _____

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3

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COMMUNICATION SCRIPT

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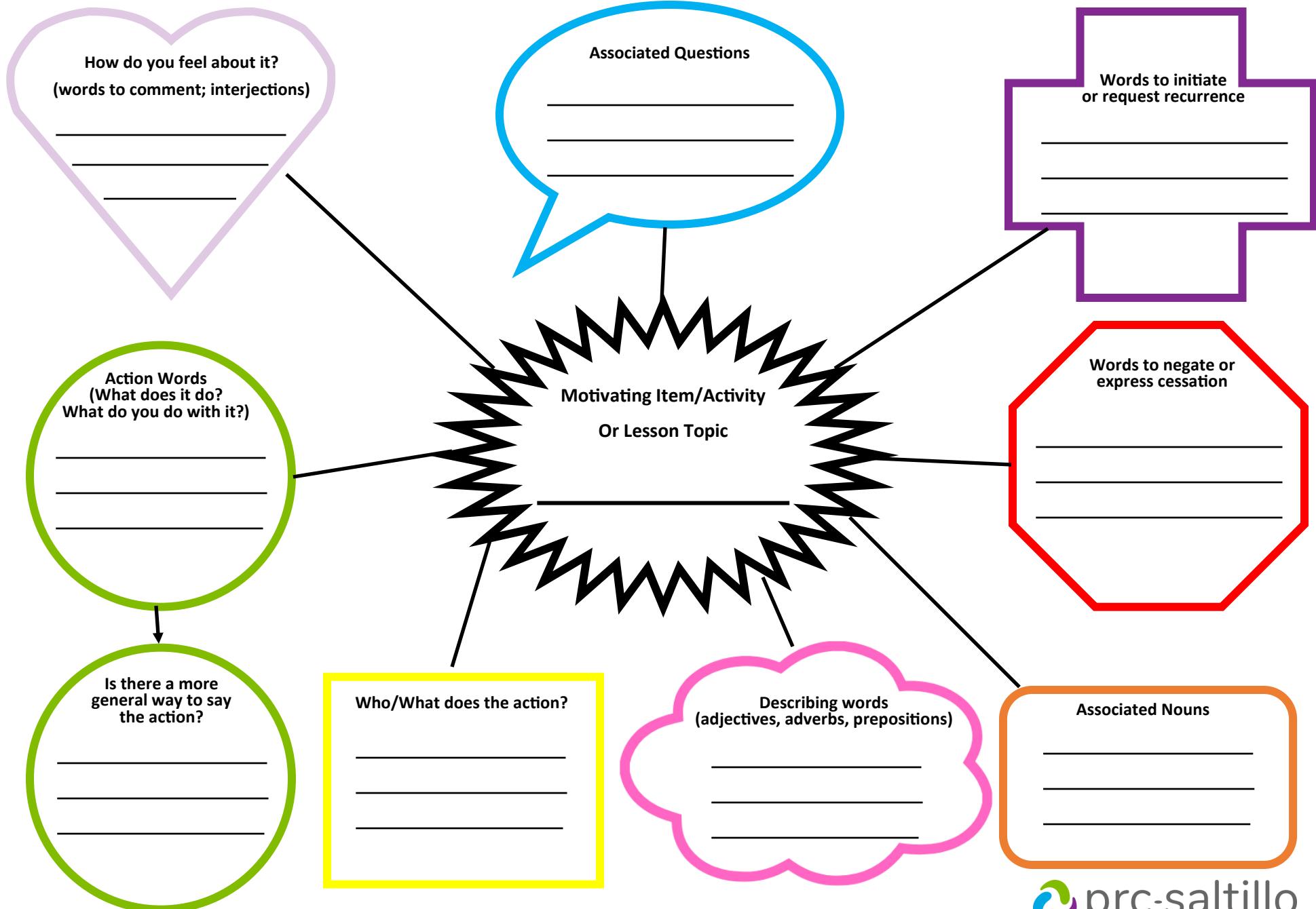
PHRASES/SENTENCES

4

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Choosing Core Vocabulary: Activity-First Approach



Moving Beyond One Word

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