

SAMPLE HOME STARTER SCHEDULE

One week **before** device arrives and/or you start to use the device:

- Observe your child throughout the day. See what he is communicating to you already. Does he raise his arms to request “up”? Or walk over to the refrigerator to request a drink or snack?
- Watch his communication attempts and then use a paper version of the recommended home screen (low-tech board) to decide which words to teach them. Circle those words so they’re easy to find.

The **first week** you have a device:

- Get it out every day and turn it on.
- Let your child/student explore the words on the device.
- Turn it off, plug it in and put it away every evening.
- **Optional** - Use the device to practice saying the words you chose as good words to teach.



The **second week** you have a device:

- **Inspire** communication, **don’t require** it. Touch single words on the device during a couple of low-stress activities during the day to show your child what he can learn to say. Do not ask or make him use the device.
- Keep it fun.
- Let your child/student explore the words on the device.

Modeling without expectation sounds like:

“Oh, you’re pointing at the door. I think you want to **GO** out.”

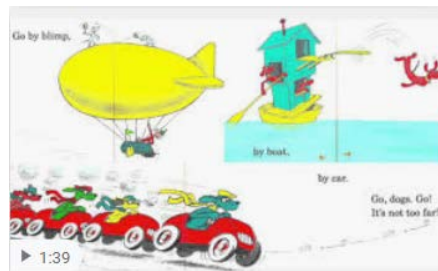
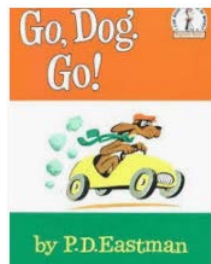
“You look frustrated. You need **HELP**. Can I **HELP** you?”

The **third-fourth weeks** with the device:

- Continue to model for your child/student. Invite them to try and say the words you have been saying with the device. Give them opportunities to use the device for communication in activities that motivate them and give them joy.
- Continue to give them time to explore the words on the device.

Example daily routine:

Bedtime reading: Read a favorite book that has a word repeated at least five to ten times throughout the book. Learn the word on the device and model it each you say it while reading the book.



In this book, you can use the word “**GO**” or “**STOP**” to have lots of opportunity to practice in a fun way!

ACTIVITIES

Listed below are daily activities that typically occur around the house and ways to use core words during these activities at the one-word, two-word, and three-word level to help get the thinking process started. Notice how many of the core words and phrases can be used throughout the day in various situations and activities.

| Meal Time | | |
|-----------|-------------|-----------------|
| One-Word | Two-Word | Three-Word |
| More | Don't want | I want more |
| That | More that | Do you want |
| Eat | Help please | Don't like that |
| Drink | I like | You help please |
| Want | Make that | Want eat it |

| Cooking | | |
|----------|-----------|------------------|
| One-Word | Two-Word | Three-Word |
| More | More that | You turn more |
| That | I get | Read that please |
| Turn | Turn it | What I do |
| Get | Get more | I get that |
| Stop | You do | I help turn |

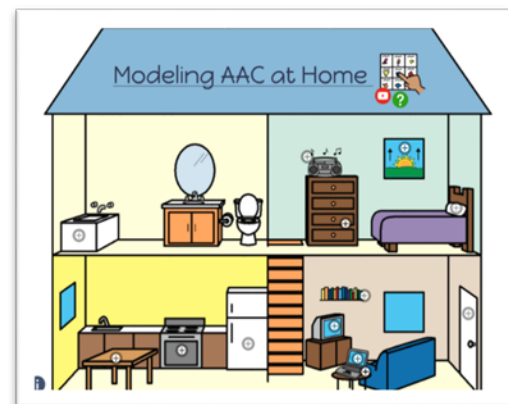
| Bathroom | | |
|----------|-----------|-------------|
| One-Word | Two-Word | Three-Word |
| Help | Help me | Need help |
| Want | I do | please |
| Go | Want that | I do it |
| Do | Stop that | Put it in |
| Stop | Want go | Want more |
| | | please |
| | | You stop it |

| Dressing | | |
|----------|-----------|----------------|
| One-Word | Two-Word | Three-Word |
| Help | Like that | I like that |
| Want | You help | Help me please |
| That | I do | You stop that |
| Stop | Put on | I do it |
| Like | Take off | I want that |

| Watching TV/Movie | | |
|-------------------|------------|---------------|
| One-Word | Two-Word | Three-Word |
| Like | Put in | I need help |
| More | Turn on | I like that |
| Stop | Turn off | Turn it up |
| Want | Don't like | Want that one |
| Put | Want more | You do it |

| Playing A Game | | |
|----------------|------------|----------------|
| One-Word | Two-Word | Three-Word |
| Go | Turn that | I need help |
| Turn | That color | Go that color |
| Get | I go | Help read that |
| Color | You turn | I like play |
| That | Play it | You turn go |

| Reading | | |
|----------|-----------|-----------------|
| One-Word | Two-Word | Three-Word |
| Read | You read | I turn it |
| Turn | My turn | You read please |
| Stop | Stop it | I like it |
| More | I like | Don't want read |
| Like | Want more | Stop it please |



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and follow the notification for more ideas on Modeling AAC at Home!

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