

## 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.

Who uses the device first? Scan to learn.



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.”

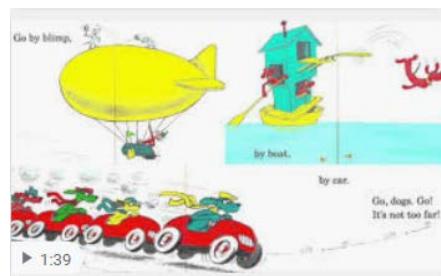
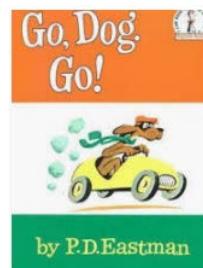
“You look frustrated. You need **HELP**. Can I **HELP** you?”

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

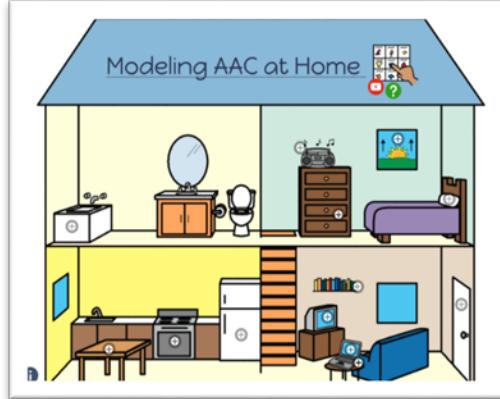
Point your camera at the QR code



and follow the notification

for more ideas on

Modeling AAC at Home!



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