

# Combining Two Words



## Linguistic Context-Dependent:



### Goal

Use creative two-word sentences in daily activities.



### Preparation

- Familiarize yourself with the vocabulary available in the device.
  - If using TD Snap Core First:
    - Core Words
    - Word Lists (e.g., Descriptions)
- Model combining two words using the device along with your speech before beginning the activity.



### Materials

- Communication board or communication device
  - TD Snap Core First: Core Words, Word Lists, and other tools on the device
  - Get familiar with the locations of the targeted words before you begin
- Pictures from a magazine, photos, or picture cards
- Other visual supports as needed (paper to write down descriptions)



### Tips for Success

- If possible, find pictures that are motivating to the individual. For example, if animals are preferred, find pictures of various animals, habitats, or zoo exhibits.
- Have at least five different pictures, and if a peer can participate in the activity, that may make it more meaningful.
- You may have to repeat this activity multiple times. You can try this with different people or send it home for additional practice.
- Make sure to wait even longer than you expect to let the individual respond.



## Activity with Steps

- 1 Tell the learner that you are going to practice combining 2 to 3 words on the device to describe a picture.
  - Produce a few examples of 2-word combinations to describe things in the room using their system.
  - Draw the learner's attention to where the words are in their system that you used.
- 2 Review the activity, "I have a few pictures here, and I want you to look at each one. Can you describe the first picture you saw? You may need to combine two words to describe it. For example, there are a lot of pictures of dogs here, but this dog is a black dog."
- 3 If needed, help the individual by writing the word combinations down as you go.
- 4 Encourage the use of a variety of words and help come up with descriptions that differentiate the pictures.
- 5 Ask the individual to come up with a description for each image. Model as needed.
- 6 Next, call over another person and ask them if they can identify the picture based on the 2- or 3-word combination the individual came up with. If they have a difficult time, use this opportunity to model how to describe something better.
- 7 If desired, you can turn this into a game or group activity.



## Supplemental Activities

Repetition with variety is very important in teaching AAC. Create practice opportunities that are not boring by keeping the skill constant and varying the activity. Below are more suggestions for activities. Send some of these home for additional practice:

- Go around the group or classroom and describe each person or what they are wearing, e.g., a green shirt. Model using two words in your descriptions.
- Look at pictures in a magazine or photographs and talk about each picture, e.g., rainy day. Ask the individual to use two words to describe the photographs.
- Play with a farm, house, action figures, or other toys, and describe what is happening, e.g., fast car. Ask the individual to use two words to describe the items.
- Pretend to be a detective and highlight, and describe clues you find, e.g., dirty shovel.



## Measuring Success

Here are some other ways to look at progress for this goal:

- Improved use of word combinations during interactions.
- Increased production of comments.
- Reduced amount of cues needed to perform tasks.
- Recognizes words within a sentence.
- Identifies describing words.
- Improved initiation of communication.



### Note

The individual does not have to 'master' this goal at 80% accuracy before you can move on to the next one. Even if they don't meet the goal consistently, or without cueing, the individual may still be ready to move forward to the next goal.

## Parent/Caregiver Letter

Date: \_\_\_\_\_

Dear: \_\_\_\_\_

I'm sending this letter to let you know that we are working on using 2-word combinations. You will play an important part in the learning process.

How? You can reinforce the skills we address here at home.

- **Model targeted responses in a variety of activities and environments.** During your daily activities, touch question words on the device while using your speech.
- Complete the attached suggested activities to get you more familiar with the system.

I will be sending more activities and suggestions home. Provide any feedback and contact me with any questions. The more you can practice, the better! I'm looking forward to hearing more about the fun you have working on this skill.

Sincerely,

\_\_\_\_\_

Activities for carryover

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_