Making Selections

Linguistic Emergent:

Goal

Selects any message or word given a communication page during an interaction with or without intent.

Preparation

- Select a motivating activity (e.g., music time) or do this during reading or leisure interactions.
  - Activity/Interaction:_____
- Locate an appropriate page on the device or in their communication book for the activity selected (e.g., TD Snap Core First Music Topic, or core word -" Want", or QuickFires-" Look," "Good"). Only pick one page (e.g., Music Topic) to use during the activity.
  - Topic: _____
  - Other pages: _____ (e.g., Core Main Page, QuickFires, etc.)
- Review the vocabulary before beginning the activity.

Materials

- Communication book or device
  - Note: You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates included in a Boardmaker 7 subscription.
- Materials needed for selected activity (e.g., musical instruments).
- Activity supports, if needed. Templates are available in Boardmaker 7, Boardmaker Community

Tips for Success

- Remember to model. Modeling AAC Example
- For assistance in selecting motivating activities or topics, try the Interest Inventory.
- At this linguistic level, we do not expect the individual to locate (navigate to) the targeted page.
- It is going to be inconsistent at first. You may have to repeat this activity multiple times.
- Make sure to wait even longer than you expect to see if the individual will respond.
- No matter what they select, reinforce, or act on whatever they communicate.
- Repeat the activity using a different page or message (e.g., More).

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Modeling AAC Example
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Topic Interest Inventory
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Activity with Steps

Making Selections During a Motivating Activity

1. Introduce the selected activity (e.g., music time) and review what you will be doing (e.g., shaking a maraca to a song).
2. Begin doing the activity (e.g., playing the song) using the vocabulary you reviewed.
3. Model how to make comments or request actions.
4. Set up situations in which a response is expected from the individual (e.g., pause before turning to their favorite song).
5. Appropriately respond and acknowledge any message selection they make whether you believe it had intended or not (e.g., you told me 'Stop,' so I turned the music off).

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. Use the following scenarios during the day to work on this goal using the same steps in the activity above.

Send some ideas home for more practice:

- Shared Reading - target Core words like 'more' or 'like' during this interaction. You can also use Core Books from Core First Learning to motivate the individual to select a message on the device.
- Classroom - use any low or high-tech AAC system to work on increased motivation to select messages. Select the individual's favorite classroom activities to target this goal and model how you select messages on their communication system.
- Games - use the Games topic page in Snap Core First or a paper-based system to model 'my turn' and 'your turn' during a motivating game. The individual may find it fun to tell each player when it is their turn.
- Playtime - model use of the core word, 'want,' while playing with a favorite toy. You may notice increased attempts to communicate when the individual asks for items during playtime.

Core First Learning Resources

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Measuring Success

- Increased attention to the interaction
- Movement towards the device or communication book
- Increased number of selections, even if items may not be relevant
- Initiation of communication attempts

> **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.

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Parent/Caregiver Letter

Date: _____

Dear: _____

This week, we are learning how to make selections on the communication system. Here are some things you can do to provide more opportunities for practice.

■ During daily activities, touch words and messages on the communication device or board as you talk to the individual. This is called modeling. Pick a few keywords as your focus. The more you model, the more natural it will feel.
■ Use the activities written below to practice new skills.

Please contact me with any questions. The more you practice, the better! I am looking forward to hearing more about the fun you have while working on this skill.

Sincerely,

_____

Activities for carryover

❶ _____

❷ _____

❸ _____

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