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Dynamic AAC Goals Grid Third Edition
Social Competency Activities

DAGG-3

Social: Communicating effectively and in socially appropriate ways.

Contents

Introduce or Share Motivating Information

Social Emergent:

Goal

Acknowledges a communication partner during a greeting or introduction in any way possible with partner support.

Preparation

- Locate the location of appropriate vocabulary for this goal to model.
  - If using TD Snap Core First consider About Me Topic or Personal Word List.
  - If using TD Snap Motor Plan, consider QuickFires.

Materials

- Puppets or toys as needed.
- Communication book or device (if targeting). You can download pre-made communication boards from TobiiDynavox or create your own communication boards with templates that are included in a Boardmaker 7 subscription Boardmaker 7).

Tips for Success

- At this linguistic level, navigation is not required.
- Remember to model. Modeling AAC Actitivity
- Inconsistency is normal at first. You may have to repeat this activity multiple times.
- Make sure to respond to every communicative attempt. (e.g. "You looked at them to say hello").
- Make sure to wait even longer than you expect to see if the individual will respond.

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Modeling AAC Example

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Activity with Steps

1 Introduce the skill. "We are going to have a party today."

2 If peers or friends are not available, bring out the puppets and toys and pretend to introduce yourself to them. Pause to see if the individual responds. Remember to accept any form of communication (e.g. looking at the new person/ puppet, gesturing, etc).   If not, model the skill you are targeting.

3 Talk about your favorite things while modeling on the device or communication book.

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.

- Make a chart of favorite things with a small group.
- Bring in a new person. Have the individual introduce themselves.

Measuring Success

- Increased attention to the interaction.
- Movement towards the device or communication book.
- Increased number of attempts to gain attention, even if not always successful.
- Initiation of making a selection or vocalization.

> **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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Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on acknowledging a communication partner during a greeting or introduction in any way possible. 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 the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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

❶ _____

❷ _____

❸ _____

tobii dynavox

Social Exchange

Social Emergent:

Goal

Engages in a short social exchange by making any selection, either intentional or non-intentional, with partner support. (Forming social connections and friendships)

Preparation

- Review vocabulary available at the individual's grid size and decide on vocabulary to target during this activity.
- If using TD Snap Core First or TD Snap Motor Plan, review QuickFires.
- Select a video or book based on the individual's interests.
- Make a list of responses they could have and what you can say to trigger the responses.

Materials

- List of responses and triggers from preparation.
- Video to play or book to read.

Tips for Success

- At this linguistic level, navigation is not required.
- Remember to model. Modeling AAC Actitivity
- Inconsistency is normal 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.

Modeling AAC Example

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tobii dynavox

Activity with Steps

1 Introduce the activity. "We are going to watch a video and talk about it." or "We are going to read a book and talk about it."

2 Model finding the responses in the device.

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.

- Play with animals, dolls, or action figures and respond to pretend interactions.
- Practice making responses during classroom or community activities.
- Listen to someone's news of the day and focus on responding to the story.
- Pick a motivating activity and model responding during activity.
- Create a social book with pictures of the individual. Create your own books with templates. (Templates are included in a Boardmaker 7 subscription Boardmaker 7)
- Lessons and books from Activities-to-Go are found on Boardmaker Activities-to-Go. The thematic lessons and books provide ample opportunity for individuals to practice this goal.

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Measuring Success

- Increased attention to the interaction.
- Movement towards the device or communication book.
- Increased number of attempts to gain attention, even if not always successful.
- Initiation of making a selection or vocalization.

Activities-to-Go

Scan QR code

> **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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on social exchanges. You will play an important part in the learning process.

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

- **Model social exchanges in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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

❶ _____

❷ _____

❸ _____

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"Mine" Concept

Social Emergent:

Goal

Communicates the concept of 'mine' over personally motivating objects and people by grabbing items, moving close/hugging, and/or gesture in daily activities and social interactions, with partner support. (Psychosocial: confidence)

Preparation

- Select a few motivating toys/objects/pictures of people. Create your own picture cards. Templates included in a Boardmaker 7 subscription (Boardmaker 7).
- Review the location of "mine" in the device. .

Materials

- Motivating toys/objects/pictures of people

Tips for Success

- At this linguistic level, navigation is not required.
- Remember to model. Modeling AAC Activity
- Inconsistency is normal 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.

Boardmaker 7

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Modeling AAC Example

Scan QR code

tobii dynavox

Activity with Steps

1 Introduce the skill and activity. "There is a word we can use to tell other people that something belongs to us. The word is 'mine.' We are going to practice using this word today!

2 Model concept of "mine" using clothes you are wearing or objects you own by pointing to them and saying "This is mine" (pants, shirt, pen, bag, etc). Note: Use the device to say "mine".

3 Gather pictures or objects that belong to you and the individual. Say, "Now I am going to show you some pictures (objects). Some of the pictures are of items that are yours and some of the pictures are of my items. I will show you a picture. If it is something that belongs to you make sure to tell me."

- Ask them "Which toy/object/person is yours?" or "Whose toy/object/picture is this?" Use the word "mine," if the object is yours.
- Make sure to model "mine" on the device if the object is yours.
- Provide support as needed.

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.

- Watch youtube videos on "mine". Here are 2 examples:
    - Theme 7. Yours? Mine - Whose bike is this?
    - "Whose is it?" - Teach It's mine, It's yours, Ownership
- Take the individual's toy/object/picture of person and say "This is mine" even though it isn't. Have the individual correct you.
- Put pictures/objects/toys in a bag and draw them out asking "Whose toy is this?".
- If using TD Snap Core First or TD Motor Plan:
    - Read the "I Have Mine" book (a sample from Reading Avenue) accessed by selecting Dashboard-->Boardmaker Activities-->Bookshelf-->I Have Mine.

Theme 7 Yours?

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"Whose is it?"

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Measuring Success

- Increased attention to the interaction.
- Movement towards the device or communication book.
- Increased number of attempts to gain attention, even if not always successful.
- Initiation of making a selection or vocalization.

> **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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on communicating "mine". You will play an important part in the learning process.

How? You can reinforce the skills we address here, at home.
- **Model communicating "mine" in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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 _____

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Respond to Hello/Goodbye

Social Emergent Transitional:

Goal

Responds to others waving hello/goodbye by selecting social responses on a given page on communication device. (greetings and recognizing social cues)

Preparation

- Decide on responses to target:
  - If using TD Snap Core First
    - QuickFires->Greetings & Social: Hi!, How are you?, How's it going? Later, Bye!, Have a good day.
  - If using TD Snap Motor Plan
    - QuickFires: "Hi!", "Bye!"
    - QuickFires-->Greetings & Social: "How are you?, Have a great day"
  - Customize if needed
- Review the vocabulary before beginning activity
- Review activity steps

Materials

- Interaction cards:
  - Create your own cards. (Template available with subscription of Boardmaker 7.
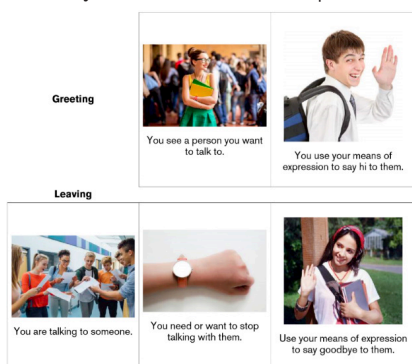
- Puppets or toys as needed.
- Greeting Book.
  - Create your own books or charts. (Template available with subscription of Boardmaker 7.
  - Suggested book content:

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Tips for Success

- Any response is a good response right now and we shape the response by modeling for the individual and providing guidance around what is an appropriate response.
- At this linguistic level, navigation is not required.
- Remember to model. <u>Modeling AAC Activity</u>
- Inconsistency is normal 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.

Modeling AAC
Example

Scan QR code

Activity with Steps

❶ Introduce the activity and skill. "We are going to review the steps of an interaction. We will use these cards to place in the correct order".
- Show each card. Review and model phrases of the interactions of the event on the cards.
- Place the cards in the correct sequence and review them.
- Point to each card and model how it might look in an interaction. If you do not have another person to use as a partner in this interaction, then use the individual or a puppet, toy, or imaginary person.

❷ Create a Book
- Tell the individual that they are going to write a book about the skill they are working on.
- With the individual, write the text and find images to match.
- Read the book together with you modeling the methods of starting and/or closing conversations you read.

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.

- Read or Watch a Video
    - Model responding to hello/goodbye on videos.
- Daily Activities
    - Daily job around the school or community where natural opportunities occur for the individual to practice responding to greetings.
    - Could include eating, cleaning and cooking.
    - Do the activities while modeling responses.
- Play with animals, dolls or action figures and model responses during pretend interactions.
- Use question and answer template included with subscription to <u>Boardmaker 7</u> to practice the skills. Examples include: error-less multiple-choice questions or yes/no questions.

Boardmaker 7

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Measuring Success

- Increased attention to the interaction.
- Movement towards the device or communication book.
- Increased number of attempts to gain attention, even if not always successful.
- Initiation of making a selection or vocalization.

> **ℹ 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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on communicating "mine". You will play an important part in the learning process.

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

- **Model responding to others in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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 _____

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Social Emergent Transitional:

Goal

Responds to others waving hello/goodbye by selecting social responses on a given page on communication device. (greetings and recognizing social cues)

Preparation

- Select a motivating activity (e.g.puzzle). If you aren't sure try the interest inventory (Topic Interest Inventory).
  - Activity: _____
- Locate the appropriate vocabulary for the activity selected.
- Review the vocabulary before beginning activity.

Materials

- Any toys or objects needed to participate in a discussion about the topic selected.
- Communication book or device. You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates that are included in a Boardmaker 7 subscription Boardmaker 7.

Tips for Success

- Any response is a good response right now and we shape the response by modeling for the individual and providing guidance around what is an appropriate response.
- At this linguistic level, navigation is not required.
- Remember to model. Modeling AAC Activity
- Inconsistency is normal 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.

Topic Interest Inventory

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Boardmaker 7

Scan QR code

Modeling AAC Example

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1. Open vocabulary page you are going to be working around and set-up the activity.
2. Introduce the activity, "We are going to work on a puzzle (or name of other activity). We will use this page with different phrases to have a conversation. Let's start by reviewing what phrases are on this page." Review the communication phrases related to the activity.
3. Model how the individual can use the phrases during the activity.
4. Engage in the activity and assist individual in using the topic communication page.

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.

- Read or Watch a Video pertaining to a Topic you are targeting
  - Model talking about video using device
- Daily Activities
  - Could include eating, cleaning and cooking.
  - Do the activities while modeling responses.
- Play Time
- Classroom Activities
- Role Play

Measuring Success

- Increased attention to the interaction.
- Movement towards the device or communication book.
- Increased number of attempts to gain attention, even if not always successful.
- Initiation of making a selection or vocalization.

> **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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on short interactions. You will play an important part in the learning process.

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

- **Model short interactions in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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 _____

tobii dynavox

Communicative Intents

Social Emergent Transitional:

Goal

Uses several different communicative intents, (requesting, commenting, etc.), to engage in a conversation during daily activities and social interactions. (Matching communication to setting)

Preparation

- Select a motivating activity (e.g.puzzle, bubbles, game, bowling, Bingo, etc). If you aren't sure try the interest inventory (Topic Interest Inventory).
    - Activity: _____
- Locate the appropriate vocabulary for the activity selected.
    - If using TD Snap Core First, check Topics.
    - If using TD Snap Motor Plan, check QuickFires.
- Review the vocabulary before beginning activity.

Topic Interest
Inventory

Scan QR code

Materials

- Anything needed to participate in motivating activity (e.g. game—game pieces/game board).
- Device open to selected vocabulary page for activity.

Tips for Success

- At this linguistic level, navigation is not required.
- Remember to model. Modeling AAC Activity
- Inconsistency is normal 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.

Modeling AAC
Example

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1 Review communicative intents with the individual and where they are located.

- If using TD Snap Core First, the Topics contain the following intents:
  - Blue row are questions
  - Orange row/s are general comments
  - Green row/s are positive comments
  - Red row/s are negative comments

2 Introduce motivating activity. Say, "Today we are going to play a game. While we play, we are going to ask questions and comment using the messages on this page."

3 Start the game. Model responses using various intents. Prompt the individual to also use the messages.

- E.g. Pretend you forgot it's your turn to see if they select "Your turn" or keep going and skip the learner's turn to see if they select "my turn".

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.

- Use various other motivating activities to ask questions and make comments.
- Daily Activities:
  - Could include eating, cleaning and cooking.
  - Do the activities while modeling questions and comments
- Use the Hidden Picture template included with Boardmaker 7 subscription. Have the individual practice the skill as they uncover the picture. For example, as they are uncovering each square, they can make positive or negative comments, ask questions, or any other interaction.
- Lessons and books from Activities-to-Go found on Boardmaker Activities-to-Go. The thematic lessons and books provide ample opportunity for individuals to practice this goal.

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Measuring Success

- Increased attention to the interaction.
- Movement towards the device or communication book.
- Increased number of attempts to gain attention, even if not always successful.
- Initiation of making a selection or vocalization.

Activities-to-Go

Scan QR code

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.

17

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on communicative intents. You will play an important part in the learning process.

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

- **Model use of communicative intents in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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 _____

tobii dynavox

Feelings

Social Emergent Transitional:

Goal

Explores the various messages related to feelings during interactions and daily activities. (regulating emotions and behaviors)

Preparation

- Locate the page that has vocabulary related to Feelings.
  - If using TD Snap Core First:
    - Navigate to QuickFires->Feelings page or Word Lists->Feelings
  - If using TD Snap Motor Plan:
    - Navgiate to Descriptors-->Feelings
- Review vocabulary

Materials

- Book about feelings.
- Videos about feelings.

Tips for Success

- At this linguistic level, navigation is not required.
- If the learner is displaying an emotion, talk about the emotion using the device to model (e.g. "You look like you are sad" (while pressing I'm sad).
- Remember to model. Modeling AAC Activity
- Inconsistency is normal 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.

Modeling AAC Example

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Activity with Steps

1 Introduce the activity. Say, "We are going to read a book (watch a video) about feelings. As we read, we will stop to discuss feelings. Here is where you can find words to describe feelings." Show and model how to use the word or phrases on the feelings page.

2 Read the book (watch the video) and periodically stop to ask the child how they would feel during various parts of the story. If it exists in the communication system, use the button "How do you feel?" to ask them.

- Model correct responses on the page

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.

- Play games where the learner has to describe the emotion they are seeing in a picture.
  - Play Bingo games with various emotions.
- Lessons and books from Activities-to-Go found on Boardmaker Activities-to-Go. The thematic lessons and books provide ample opportunity for individuals to practice this goal.
- Daily Activities
  - Talk about emotions using the page during daily activities like dressing, eating, cleaning.

Activities-to-Go

Scan QR code

Measuring Success

- Increased attention to the interaction.
- Movement towards the device or communication book.
- Increased number of attempts to gain attention, even if not always successful.
- Initiation of making a selection or vocalization.

> **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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on exploring feelings. You will play an important part in the learning process.

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

- **Model feelings in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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

❶ _____

❷ _____

❸ _____

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Getting Familiar with Supports

Social Emergent Transitional:

Goal

Follow the sequence on a First-Then support, Visual Timer, Social Story, Script or Schedule to prepare for various events and situations, with partner support. (Regulate emotions and behaviors)

Preparation

- Think about the challenge that you want to focus on and which support will help address the behavior.
- Types of Supports:
  - First-Then: Clearly shows an individual what will happen first and what will happen after. (available in TD Snap Core First and TD Snap Motor Plan)
  - Mini-schedule: Shows a multi-step sequence of events, reinforcing the concept of cause and effect or a series of logical steps. (available in TD Snap Core First and TD Snap Motor Plan)
  - Social narrative: Stories that describe a situation and acknowledge how an individual may feel and manage that in positive ways. (available in TD Snap Core First)
  - Scripts: Provides pre-made phrases that are commonly used around the given topic. Scripts are used to help model appropriate conversation. (available in TD Snap Core First and TD Snap Motor Plan)
  - Visual timer: Can be set to show how much time is left in an activity. (available in TD Snap Core First and TD Snap Motor Plan)
- Situations that Supports can help with:
  - Difficulty with changes or transitions: Visual Timer, First-Then, Mini-Schedule, Social Narrative
  - Learning socially appropriate behavior in activity/environment: Social Narrative, Scripts
  - Difficulty understanding consequences of behaviors: Social Narrative
  - A schedule to anticipate order of activities: First-Then, Mini-Schedule
  - Challenge in focus or remaining in an activity: visual timer
- Customize the supports for the individual. If using TD Snap Core First, see these instructions on editing supports. How do I edit a behavior support in Snap
- Support templates are included in a Boardmaker 7 subscription

Edit a behavior support in SNAP

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Materials

- Communication book or device. You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates that are included in a Boardmaker 7 subscription.

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Tips for Success

- Hints on Customizing:
  - Identify specific challenges
    - Purpose of the behavior
    - Activity, location and people surrounding it
  - Identify what motivates or helps the individual
    - Motivating—activities, toys, people, feedback
    - Helpful—quiet time, sensory input, encouraging words
  - Create one or more supports for each challenge
  - Use what is motivating and helpful
- At this linguistic level, navigation is not required.
- Remember to model. Modeling AAC Activity
- Inconsistency is normal 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.

Modeling AAC
Example

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Activity with Steps

1. Introduce the skills and activity. "We are going to ____. We will use this ____ (schedule/first-then/etc). It is helpful because it tells us what we need to do and what to expect." Navigate to the Support page you are targeting for the individual.
2. Review the Support with the individual.
3. Model pressing the buttons in order or if using the visual timer, point out the color and time at the top of the screen.
4. Repeat these steps for each Support you want to target.

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.

- Use Supports in various daily activities throughout the day
- Lessons and books from Activities-to-Go can be found at Boardmaker Activities-to-Go. The thematic lessons and books provide ample opportunity for individuals to practice this goal. Each unit comes with a mini-schedule.

Activities-to-Go

Scan QR code

Measuring Success

- Increased attention to the interaction.
- Movement towards the device or communication book.
- Increased number of attempts to gain attention, even if not always successful.
- Initiation of making a selection or vocalization.

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.

tobii dynavox

Date: _____

Dear: _____

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

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

- **Model using Supports in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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 _____

tobii dynavox

Getting Attention

Social Emergent Transitional:

Goal

Explores various attention-getting words and/or phrases on a communication system, during daily activities and social interactions.

Note: Shape behavior from something more physical to something more communicative.

Preparation

- Locate messages you want to target for attention-getting.
  - If using TD Snap Core First or TD Snap Motor Plan, see QuickFires for messages like "Hey!" or "Come Here" and Core for messages like "Help", "Look")
- Review the vocabulary before beginning the activity.
- Select a motivating task for the individual to complete that they can do somewhat independently.

Materials

- Materials needed for selected activity.
- Communication book or device. You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates that are included in a Boardmaker 7 subscription.
- Supports if needed. (Templates are included in a Boardmaker 7 subscription)

Tips for Success

- Remember to model. Modeling AAC Activity
- At this linguistic level, navigation is not required.
- Inconsistency is normal 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 interact.

TobiiDynavox

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Boardmaker 7

Scan QR code

Modeling AAC Example

Scan QR code

tobii dynavox

Activity with Steps

1 Review words/phrases and location of words/phrases the individual can use to get your attention. Make a chart of the words/phrases.

2 Begin an activity that is motivating and the individual can complete somewhat independently. For instance, if they love to color, give them a few colors. This way they will have to get your attention to get additional colors.

3 Tell them that you are going to be working and if they need help to select their attention-getting message (e.g. "Help!").

4 Start activity and provide a reminder of how they can get your attention (e.g. "Remember you can get my attention by saying Look!").

5 Pay attention to the individual and if their behavior begins to change remind them how to get your attention.

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.

- Shared Reading
- Mealtime
- Classroom
- Games
- Playtime
- Outings
- News Sharing
- Computer activities
- Recess
- Group activities
- Lessons and books from Activities-to-Go found on Boardmaker Activities-to-Go. The thematic lessons and books provide ample opportunity for individuals to practice this goal.

Activities-to-Go

Scan QR code

Measuring Success

- Increased attention to the interaction.
- Movement towards the device or communication book.
- Increased number of attempts to gain attention, even if not always successful.
- Initiation of making a selection or vocalization.

i **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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on exploring attention-getting words/phrases. You will play an important part in the learning process.

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

- **Model attention getting words/phrases in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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

❶ _____

❷ _____

❸ _____

tobii dynavox

Matches Basic Feelings to Experiences

Social Context Dependent:

Goal

Matches basic feelings to experiences during daily activities and social interactions (regulating emotions and behaviors).

Preparation

- Select a motivating book that talks about feelings.
- Create an Emotion Scavenger Hunt Sheet.
- Review the vocabulary before beginning activity.
  - If using TD Snap Core First, navigate to QuickFires->Feelings
  - If using TD Snap Motor Plan, navigate to Descriptors-->Feelings

Materials

- Feelings Book (Suggestions: Feelings Book by Todd Parr, Pout Pout Fish by Deborah Diesen, The Way I Feel by Janan Cain)
- Feelings video (YouYube, Vimeo)
- Emotion Scavenger Hunt

Tips for Success

- At this linguistic level, navigation is not required.
- If the individual is displaying an emotion, talk about the emotion using the device to model (e.g., "You look like you are sad" (while pressing I'm sad).
- Remember to model. Modeling AAC Example
- Inconsistency is normal. 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.

Modeling AAC
Example

Scan QR code

tobii dynavox

Activity 1

1 Introduce the activity. "We are going to read a book about feelings and practice sharing how we think the book makes us feel or how the characters feel."

2 Review where the feelings buttons are on device.

3 Read the book. Stop periodically and ask the individual how they would feel during various parts of the story. Use the button "How do you feel?" to ask them.

- Model correct responses on the page.

Activity 2

1 Introduce the activity. "We are going on a scavenger hunt! Together we will take a walk (watch a video, read a book, …) and search for how we think people are feeling." Discuss looking for emotions happy, mad, sad, and signs someone might be feeling those emotions.

2 Walk around and look at people searching for emotions or watch a video and look for emotions. Use device to identify the emotion.

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.

- Play games where the individual describes the emotion they are seeing in a picture.
- Included in a subscription to Boardmaker 7 are the following options:
  - Use Bingo template to create pictures of various emotions.
  - Use Matching template to create a matching game with emotions.
- Boardmaker Activities-to-Go- Feelings Unit
  - Activities-to-Go
- Daily Activities
  - Talk about emotions using the page during daily activities like dressing, eating, cleaning.
  - Sing "If You're Happy and You Know It" and substitute in sad and mad too. Use symbols for the feelings as you sing the song.

Boardmaker 7

Scan QR code

Activities-to-Go

Scan QR code

Measuring Success

- Increased attention to interaction and communication partner.
- Increased use of varied messages on the device.
- Initiation of selecting vocabulary on device.

> **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.

tobii dynavox

Date: _____

Dear: _____

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

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

- **Model basic feelings in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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

1 _____

2 _____

3 _____

tobii dynavox

Social Context Dependent:

Goal

Communicates positive and negative responses in a variety of daily experiences and social interactions (regulating emotions and behaviors).

Preparation

- Select a motivating activity (e.g.puzzle). Use interest inventory for ideas: Topic Interst Inventory Handout
  - Activity:_____
- Identify which comments you want the individual to use and where it is located.
  - Think about the individual's age and peer group. Ask peers of the individual to help you come up with a list of current comments. For example, instead of saying "That's good" they may want to say "That's awesome".
  - Customize the device as needed.
  - Make text or picture cards of possible responses.
- If you are using TD Snap Core First, decide if you are targeting QuickFires, Topics or Core.
  - Locate the appropriate Topic for the activity selected (e.g. music topic) or navigate to QuickFires or Core.
    - Topic: _____
- If you are using TD Snap Motor Plan, decide if you are targeting Core or QuickFires.
- Review the vocabulary before beginning the activity

Materials

- Comment picture or text cards.
- Anything needed for motivating activity.
- Communication book or device. You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates that are included in a Boardmaker 7 subscription Boardmaker 7 .

Tips for Success

- Remember to model. Modeling AAC Example
- At this linguistic level, we do not expect the individual to independently locate (navigate to) the targeted page.
- Inconsistency is normal 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 interact.

Topic Interest Inventory

Scan QR code

Tobii Dynavox

Scan QR code

Boardmaker 7

Scan QR code

Modeling AAC Example

Scan QR code

tobii dynavox

Activity 1

1 Introduce the activity. "When we communicate with other people, we use comments to share how we feel. Let's review a list of comments. Some of these comments are positive like, "Yes" or "Great." Some of these comments are negative like, "No" or "Bad."

2 Locate the comments in the device and model the comments using the individual's device.

3 Have the individual produce the comments.

4 Provide a sorting tool (e.g. 2 boxes, 2 bags, 2 column graphic organizer, etc) that is labeled "positive" and "negative" in either text or pictures with text. Model where to place one positive and one negative comment. Note: Graphic organizer templates are included in a subscription to Boardmaker 7 .

5 Have the individual sort the responses into these categories.

Boardmaker 7

Scan QR code

Activity 2

1 Introduce the motivating activity you selected earlier.

2 Write a script of the comments that the individual can make during the activity and what you will say or do to trigger the comment. Activities like reading books/magazines, watching a video-TV show, listening to music, tasting food or hearing joke-story are useful in eliciting comments.

3 Tell the individual, "You will use comments as we go through this activity." Model a few times.

4 Complete the activity and expect comments from the individual and offering help when needed.

tobii dynavox

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.

- Lessons and books from Activities-to-Go can be found on Activities-to-Go. The thematic lessons and books provide ample opportunity for individuals to practice this goal.
- Card Sort
    - Create flashcards with negative and positive comments.
    - Review the cards and then model finding the comments in the device.
    - Sort the cards into positive and negative comments.
- Read or Watch a Video
    - Make comments about a book or video, then model finding the comments in the device.
    - Read the book while the learner produces the comments.
- Play with Toys
    - Toys could include cards, a farm, dolls, etc.
    - Review the relevant comment words and then model finding them in the device.
    - Play with the toys while you model making comments.
- Daily Activities
    - These could include eating, cleaning, and cooking.
    - Review the relevant comment words and model finding them in the device.
    - Do some of the activities while you model making comments. Discuss whether the comments are appropriate or inappropriate.
- Classroom Activities
- Use Facebook to leave comments for friends to comment on photos.

Share news of the day, focusing on comment words.

Activities-to-Go

Scan QR code

Measuring Success

- Increased attention to the interaction and communication partner.
- Increased use of varied messages on the device.
- Initiation of making a selection.
- Increase in turn-taking during conversations.

> **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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on communicating positive and negative responses. You will play an important part in the learning process.

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

- **Model positive and negative responses in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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 _____

tobii dynavox

Telling Jokes

Social Context Dependent:

Goal

Produces humorous comments and jokes using AAC in a variety of daily activities and social interactions. (Forming social connections and friendships, Increasing competence and self esteem)

Preparation

- Select an area of interest (e.g. animals) Use interest inventory for ideas: Topic Interst Inventory Handout
  - Area of Interest:_____
- Locate vocabulary for telling jokes or funny stories on the device.
  - If using TD Snap Core First, locate the Jokes Topic
    - Program in a couple jokes that relate to the topic of interest to the individual.
  - If using TD Snap Motor Plan, locate vocabulary for activity or program jokes in QuickFires-->My Phrases, if appropriate.
- Review the vocabulary before beginning activity.
- Make asupport for telling a joke (e.g. make eye contact, deliver first line of joke, wait for person to respond, deliver punch line).
  - If using TD Snap Core First, see the Supports page in the Jokes Topic.
  - If using TD Snap Motor Plan, see the Supports page in the Dashboard.

Materials

- A motivating book with funny elements for the learner. (e.g. Mo Willems books, Richard Scary books, etc).
- Jokes topic in device or communication board.
- Supports if needed.

Tips for Success

- Tips to teach jokes (adapted from Teaching Kids to Tell Jokes)
  - Find jokes that are of interest to the individual. For example, if the individual likes cats, find cat jokes. Even if they don't understand the joke, it may motivate them to learn to tell the joke.
  - Start with short jokes with one punchline.
  - Watch same-age peers and listen to jokes they tell.
  - Use supports to help individual deliver a joke, wait for the person to respond and deliver the punch line.
  - Teach different types of responses from the person hearing the joke. (e.g. Instead of "what" the person might say "I don't know").
- Remember to model. Modeling AAC Example
- Inconsistency is normal at first. You may have to repeat this activity multiple times.
- At this linguistic level, navigation is not expected.
- Make sure to wait even longer than you expect to see if the individual will interact.

Topic Interest Inventory

Scan QR code

Teaching Kids to Tell Jokes

Scan QR code

Modeling AAC Example

Scan QR code

tobii dynavox

Activity 1

1 Introduce the activity, "We are going to read a funny book! As we read, we can pick out the funny things that are happening in the book." Read a funny book.

2 Point out the funny things that are happening in the book and make comments using the device or communication board.

- If using TD Snap Core First use Jokes Topic "That is so funny" and "It cracks me up!".

Activity 2

1 Introduce the activity, "Let's practice telling jokes! First, let's find a few jokes and review the lines."

2 Have the individual practice telling jokes to you.

- Use the supports if needed. If using TD Snap see Supports page in Jokes Topic. If using TD Snap Motor Plan, see Supports page in the Dashboard

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.

- Daily Activities
    - Model making humorous comments during daily activities like eating, dressing, etc.
- Classroom Activities
- Show and Tell Activity
    - Tell jokes during show and tell.
- Talent Show
    - Tell jokes during a mock talent show.
- Lessons and books from Activities-to-Go found on Boardmaker Activities-to-Go. The thematic lessons and books provide ample opportunity for individuals to practice this goal.

Activities-to-Go

Scan QR code

Measuring Success

- Increased attention to the interaction and communication partner.
- Increased use of varied messages on the device.
- Initiation of making a selection.
- Increase in turn-taking during conversations.

> **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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on humorous phrases and jokes. You will play an important part in the learning process.

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

- **Model telling jokes and humorous phrases in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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 _____

tobii dynavox

Asks Questions to Gain Information

Social Context Dependent:

Goal

Asks questions to gain information from communication partners in a variety of daily activities and social interactions. (Forming social connections and friendships, increasing competence and self esteem)

Preparation

- Select how the individual will ask questions and where they will be located.
    - If using TD Snap Core First:
        - Each topic has a row of questions
        - QuickFires has questions
        - Core has questions
    - If using TD Snap Motor Plan:
        - QuickFires has questions
        - Core has questions
- Review the vocabulary before beginning the activity

Materials

- Materials to make a book. (Templates included in a Boardmaker 7 subscription Boardmaker 7)
- Communication book or device. You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates that are included in a Boardmaker 7 subscription Boardmaker 7 .

Boardmaker 7

Scan QR code

Tips for Success

- Remember to model. Modeling AAC Activity
- At this linguistic level, navigation is not required.
- Inconsistency is normal 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 interact.

Modeling AAC Example

Scan QR code

Activity with Steps

Activity 1

1 Introduce the activity, "We are working on asking questions to gain information. We going to make a book (or chart) to review reasons we might want to ask questions."
- Include information that explains why questions are important. For example, we all need to ask questions to learn and understand things.

2 Make book. "Now let's make a book (chart)."
- Add information to show when we ask questions (e.g. don't understand, seeing something new).
- Add information to show how the individual will ask questions.

tobii dynavox

1 Gather photos of motivational scenes or objects.

2 Introduce the activity. "I am holding a picture. I will start the game with one clue. Then, you have an important job to do! You have to ask me questions about these photos. You will try to guess what or who is in this picture."

3 Model the game and questions the individual can ask.

4 The individual and the contestants can guess what is in the picture together or independently. If additional contestants are unavailable, take turns being the host with the individual and see who guesses with the least questions.

Supplemental Activities

- Read or Watch a Video
  - Review a book or video by creating questions about it, and then model finding those questions in the device.
  - Read a book that has questions in it and ask the user to produce those same questions in their device.

- Play with Toys
  - Toys could include cards, a farm, dolls, etc.
  - Ask the learner to guess what toy you are hiding. They will need to use questions to learn about the toy.

- Daily Activities
  - Review questions that we use throughout the day in various activities. Use the device to model these questions and show the learner where they can be found.

- Classroom Activities
  - Let the individual come up with the questions for a quiz or a test for class.

- Question Chart Options
  - Contrast questions with other kinds of sentences.

- Play Detective
  - Review the questions that will be used and model location of question words in the device.
  - Take turns pretending to be a detective on a case and try to ask questions to solve the crime.

- Board Game: Guess Who?
  - Review the rules of the board "Guess Who?"
  - Model what kind of questions to ask and where to locate in device.

- Use Hidden Picture (Templates are included in a Boardmaker 7 subscription Boardmaker 7).
  - Find a motivational picture to the individual.
  - Have the individual start to uncover the picture. As they uncover the picture, have them ask questions to gain clues or guess what the picture is. Consider using this when introducing a new book or unit topic.

- Lessons and books from Activities-to-Go found on Activities-to-Go. The thematic lessons and books provide ample opportunity for individuals to practice this goal.

Measuring Success

- Increased attention to the interaction and communication partner.
- Increased use of varied messages on the device.
- Initiation of making a selection.
- Increase in turn-taking during conversations.

Boardmaker 7

Scan QR code

Activities-to-Go

Scan QR code

> **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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on asking questions to gain information. You will play an important part in the learning process.

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

- **Model asking questions in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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 _____

tobii dynavox

Taking Conversational Turns

Social Context Dependent:

Goal

Takes part in back-and-forth interactions with two or more turns per person using self-selected words/messages in AAC in a variety of social interactions. (Interpersonal and listening skills, Recognize social cues)

Preparation

- Select a motivating activity (e.g. music). Use interest inventory for ideas: (Topic Interest Inventory)
  - Activity:_____
- Locate the appropriate vocabulary on the device.
  - If using TD Snap Core First, consider looking at Topics or QuickFires for the activity selected if targeting pre-stored messages. If targeting single words, consider Core.
  - If using TD Snap Motor Plan, consider looking at QuickFires or Core.
- Review the vocabulary before beginning the activity

Topic Interest Inventory

Scan QR code

Materials

- Communication book or device. You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates that are included in a Boardmaker 7 subscription Boardmaker 7.
- Materials needed for activity selected.

Boardmaker 7

Scan QR code

Tips for Success

- Remember to model. Modeling AAC Activity
- At this linguistic level, navigation is not required.
- Inconsistency is normal 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 interact.

Activity with Steps

Activity 1

1 Introduce the activity. "We are going to watch a video showing two individuals interacting and taking turns. You have an important job! You will keep track of whose turn it is in the video. I can help you if you need assistance. "

2 Model the activity. Play the video and stop at specific parts to demonstrate where turn-taking is demonstrated. Ask the individual if one person talked all the time or if they both took turns. Comment about the things people said (e.g. they told stories, asked questions, commented, etc).

3 Watch the video again or a new video. Repeat Step 2, but provide less assistance as needed.

Modeling AAC Example

Scan QR code

tobii dynavox

1 Let the individual pick a game to play

2 Tell them you are going to play the game and focus on taking turns.

3 Review the vocabulary with the individual.

4 Model using words/phrases during the game. Provide support as needed. "We can use the word 'my' when it is my turn. Here it is in the device."

5 Review turn-taking and how you each can take turns (e.g. questions, tell stories, comment, etc.)

6 Play game continuing to practice on taking turns.

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 of these home as practice activities:

- Daily Activities (e.g. mealtime, dressing, bathroom, etc)
- Classroom Activities
- Games
  - Tic-Tac-Toe BM7 template
- Play time
- Outings
- New Sharing
  - A photo book of a recent trip the individual took using BM7 book templates.
- Recess
- Create a script for the individual to practice with on the playground with a friend.
  - TD Snap Core First and TD Snap Motor Plan have scripts available on Support pages.
- Group Activities
- Phone Calls
- Lessons and books from Activities-to-Go found on Activities-to-Go. The thematic lessons and books provide ample opportunity for individuals to practice this goal.

Measuring Success

- Increased attention to the interaction and communication partner.
- Increased use of varied messages on the device.
- Initiation of making a selection.
- Increase in turn-taking during conversations.

Activities-to-Go

Scan QR code

> **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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on back-and-forth interactions of at least two turns. You will play an important part in the learning process.

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

- **Model back-and-forth interactions in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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

❶ _____

❷ _____

❸ _____

tobii dynavox

Starts and Ends Conversation

Social Context Dependent:

Goal

Starts and ends conversations politely and appropriately in a variety of activities and social interactions. (Forming social connections and friendships, increasing competence and self-esteem)

Preparation

- Decide which vocabulary you are going to target and review the vocabulary before beginning the activity.
    - If using TD Snap Core First explore:
        - Core
        - Community Topic:
            - "How are you", "Good to see you"
        - QuickFires-->Greetings & Social-->"Hi", "Name is", "Later", "Bye", etc.
    - If using TD Snap Motor Plan explore:
        - Core
        - QuickFires-->Greetings & Social-->"How arre you?", "Have a good day", etc.

Materials

- Communication book or device. You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates that are included in a Boardmaker 7 subscription Boardmaker 7
- Toys for role play activity if needed.
- Create your own books or charts.

Tips for Success

- Remember to model. Modeling AAC Activity
- At this linguistic level, we do not expect the individual to independently locate (navigate to) the targeted page.
- Inconsistency is normal 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 interact.

Boardmaker 7
Scan QR code

Modeling AAC Example
Scan QR code

Activity with Steps

Activity 1

1 Introduce the activity. "When we have a conversation with other people, we should start and end the conversation politely. Let's discuss some options of phrases we can use."

2 Provide explicit examples.
- "When we first see someone, we can say, "How are you?"
- "When a conversation is over, we can say, "Nice to see you."
- Make a chart of possible messages to start and end a conversation.

3 Locate appropriate messages on device.

tobii dynavox

Activity 2

❶ Introduce the activity. "We are going to use these toys and have a pretend conversation. Let's first review our chart (from above activity)."

❷ Use the toys to role play starting and ending a conversation (e.g. "Oh look here comes Mr. Potato Head. What can we say to him?", "Time to go, how can we end our conversation?")

- If not using toys, tell the individual to pretend you are just coming in. Ask them what they can say.

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.

- Daily Activities (e.g. mealtime, dressing, bathroom, etc)
  - Consider having a classroom job for an individual to do errands around the school (run mail to the office, bring bins down, etc) that require them to see other individuals in the building and practice starting/ending conversations in a natural way.
- Classroom Activities
- Games
- Play time
- Outings
- New Sharing
- Recess
- Group Activities
- Phone Calls
- Play Simon Says
  - In addition to phrases you typically use with the game, try phrases that help with the goal. For example, "Simon Says, say "What's up" to a friend."

Measuring Success

- Increased attention to the interaction and communication partner.
- Increased use of varied messages on the device.
- Initiation of making a selection.
- Increase in turn-taking during conversations.

> **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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on starting and ending a conversation. You will play an important part in the learning process.

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

- **Model starting and ending conversations in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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

❶ _____

❷ _____

❸ _____

tobii dynavox

Photo Album Personal Story

Social Context Dependent:

Goal

Uses a photo album or other support to tell a personal story.

Preparation

- Ask for a personal photo album from the individual or their family.
- If one is not available, use a series of photos from an event or school function they participated in.
- Get familiar with Core Words and other targeted vocabulary on the device or communication book.

Materials

- Photo album (either electronic or paper-based)
- Communication board or device

Tips for Success

- Model your own version of a personal story.
- You may have to repeat this multiple times.   You can try this activity with a group of peers or send it home for additional practice.
- Make sure to wait even longer than you expect to let the individual respond.
- Focus on sequencing the story and label the parts with words like "beginning, middle, end".
- Recognize and respond to individual's efforts to communicate. Tell them very clearly what they did to communicate and encourage multimodal communication.

tobii dynavox

Activity

1 Model a story that has at least 3 parts. Use the individual's communication system to show them how you can tell the story and how you sequence parts together.

2 Show the individual the photos for their story. If possible, let them sort the pictures to put them in the correct order.

3 Ask them to tell you the story once they have the photos in the correct sequence.

- Note: if this is difficult you can use carrier phrases and help them locate targeted vocabulary within their device.

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:

- Look at pictures in a magazine or photographs and come up with sequences about each picture.
- Use comic strips or favorite stories to practice retelling the beginning, middle, and end.
- Use recipes and instructions to talk about more ways we sequence.

Measuring Success

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

- Improved story retell.
- Increased use of carrier phrases.
- Decreased amount of cues needed to perform tasks.
- Increased production of words.
- Recognizes sequencing.
- Initiation of novel sentence using Core.

> **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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on telling personal stories using a photo album or other supports. 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 key words on the device while using your speech.
- While reading point out sequences in the text and use the AAC device to say them aloud. Use words like beginning, middle, and end.
- Complete the attached suggested activities for more options.

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 _____

tobii dynavox

Polite words and Phrases Daily Activities

Social Transitional Independent:

Goal

Uses polite words and phrases with occasional reminders in a variety of daily activities and social interaction. (Increasing competence and self-esteem, Empathy)

Preparation

- Decide what polite words and phrases you are going to target.
  - If using TD Snap Core First consider using:
    - QuickFires: Please, Thank you, Excuse Me, Sorry, You're Welcome
    - Core: All Word Lists-->Communication-->Please, thank you, sorry, excuse me, you're welcome
  - If using TD Snap Motor Plan consider using:
    - QuickFires: Please, Thank you, Excuse Me, I'm sorry
    - Core-Actions-->Actions A-Z-->T-->thank; Home-->you; Descriptors-->Descriptors: A-Z-->W-->welcome
- Review the vocabulary before beginning the activity.

Materials

- Communication book or device. You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates that are included in a Boardmaker 7 subscription.
- List of situations to role play or discuss:
  - Someone gives you a puppy for your birthday.
  - Your friend tells you they love your outfit.
  - You want someone to hand you a book.
  - You accidentally run into someone.
  - You need to squeeze between 2 people having a conversation on your way out the door.
  - Your sister helps you with your homework.
  - After drinking a soda, you accidentally burp.

TobiiDynavox

Scan QR code

Tips for Success

- Inconsistency is normal 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 interact.

Boardmaker 7

Scan QR code

tobii dynavox

Activity with Steps

1 Discuss the purpose of using polite words. Say, "Polite words make other people feel appreciated and respected. We are going to practice using polite words today."

2 Discuss when you use various polite words:

- "Thank you" when someone gives you a gift, compliment or does something for you.
- "Please" when asking someone to give you or do something for you.
- "Sorry" if you do or say something that someone finds hurtful.
- "Excuse me" if you interrupt someone or if your body makes an embarrassing noise like a burp or hiccup.
- "You're welcome" if someone says thank you to them.

3 Role play or discuss various situations and have the individual use the correct polite word.

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.

- Daily Activities (e.g. mealtime, dressing, bathroom, etc)
- Classroom Activities
- Games
  - A spin on the game, "Mother, May I?"
  - Have an adult or peer on one side of room act as the leader. They will call the name of a participant and tell them how many steps to move forward. The participant has to say, "___ (name leader), can I please move forward?", and then "Thank you." The leader can decide yes or no. If a participant forgets to use their manners when asking to move forward, they are out.
- Play time
- Outings
- New Sharing
- Recess
- Group Activities
- Phone Calls
- Lessons and books from Activities-to-Go are found at Boardmaker Activities-to-Go. The thematic lessons and books provide ample opportunity for individuals to practice this goal.

Activities-to-Go
Scan QR code

Measuring Success

- Increased attention to the interaction and communication partner.
- Increased use of varied messages on the device.
- Increased navigational skills.
- Increase in turn-taking during conversations.

> **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.

tobii dynavox

Date: _____

Dear: _____

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

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

- **Model polite words in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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 _____

tobii dynavox

Commenting

Social Transitional Independent:

Goal

Actively engages by commenting and checking for comprehension during a variety of daily activities and social interactions. (Recognize social cues, interpersonal and listening skills)

Preparation

- Commenting: Locate the comments you can use for good news and comments you can use for bad news.
    - If using TD Snap Core First consider using:
        - QuickFires—Greetings & Social
            - Good: Awesome, Pretty Good, Wow! Cool! I like that, Definitely
            - Bad: No Way!, Not Good, No fair, Don't like, Makes me Mad
        - If using TD Snap Motor Plan consider using:
            - QuickFires-->Greetings & Social
            - Good: How great!, Wow! Cool!, I like that., Pretty good
            - Bad: No fair! Makes me mad., No good, I don't like that
        - Core-->Descriptors-->Opinions
            - Good: great, interesting, funny, cute, easy
            - Bad: boring, dumb, ugly, difficult, icky
- Checking for comprehension: Use core to create messages such as "Do you understand?"

TobiiDynavox

Scan QR code

Materials

- Communication book or device. You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates that are included in a Boardmaker 7 subscription.
- Any materials needed for activities below.

Tips for Success

- Inconsistency is normal 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 interact.

Boardmaker 7

Scan QR code

tobii dynavox

Activity 1:

1 Review the purpose of comments. "We are going to practice making comments. Comments help our communication partners know we are listening and understand what they are saying."

2 Create a list of comments. Determine if comments are positive or negative.

3 Start a conversation about something of interest to the individual. Make the statements more complex as the individual gets better at commenting. Have them use appropriate comments based on their answer and refer to list created in step if necessary.

- Conversation examples:
    - I won the lottery.
    - I broke my ankle.
    - I got a new job.
    - My cat is sick.
    - My sister wouldn't play with me.

4 Set up the environment for comments to be made

- Examples:
    - Wear a silly hat.
    - Read a book with silly pictures.
    - Move furniture around.
    - Wear a silly costume.

Activity 2:

1 Discuss why it's important to check that people are understanding what you are saying (e.g. ensures you will get what you want, decreases any confusion, etc)

2 Come up with messages that the individual can use in Core to check comprehension:

- "Do you understand?"
- "Got it?"
- "Is that clear?"

3 Practice composing those messages.

4 Tell a story about something interesting to them and use the messages to check for comprehension.

tobii dynavox

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.

- Daily Activities (e.g. mealtime, dressing, bathroom, etc)
- Classroom Activities
- Go on a walk with a peer and have the peer make comments as well regarding different things they see.
- Games
- Play time
- Outings
- New Sharing
- Recess
- Group Activities
- Phone Calls
- Lessons and books from Activities-to-Go found at Boardmaker Activities-to-Go. The thematic lessons and books provide ample opportunity for individuals to practice this goal.

Measuring Success

- Increased attention to the interaction and communication partner.
- Increased use of varied messages on the device.
- Increased navigational skills.
- Increase in turn-taking during conversations.

Activities-to-Go

Scan QR code

> **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.

tobii dynavox

Date: _____

Dear: _____

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

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

- **Model commenting in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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 _____

tobii dynavox

Context Appropriate Questions

Social Transitional Independent:

Goal

Constructs context-appropriate questions to gain information and request permission in a variety of daily activities and social situations. (Forming social connections and friendships, Matching comm to setting)

Preparation

- Create a list of items/topics for the individual to guess in activity below.
- If using TD Snap Core First or TD Snap Motor Plan, review Core page.

Materials

- Communication book or device. You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates that are included in a Boardmaker 7 subscription.
- Any materials needed for activities below.

Tips for Success

- Inconsistency is normal 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 interact.
- If needed, hide buttons on the page to decrease distractions.

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Boardmaker 7
Scan QR code

tobii dynavox

1 Review asking questions and location of vocabulary with individual. Say, "We are going to play a guessing game. You will ask questions to guess what I am (thinking of/holding/etc). First let's create a list of questions you might ask on certain topics. I will write the questions on this chart (create a chart).

- Example: Sports
    - Target Questions: Who is playing? What is the score? Can I see? When is the game? Do you like them? Did you see it?
    - Activity: Show a sports video or discuss a recent game
  - Engage in conversation about the topic of interest trying to elicit the questions.

2 Get a picture, item, or think of something. Give the individual an initial clue (e.g. "I'm thinking about something you eat."

- Have the individual ask questions to get more clues.

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.

- Daily Activities (e.g. mealtime, dressing, bathroom, etc)
- Classroom Activities
- Go on a walk with a peer and have the peer make comments as well regarding different things they see.
- Games
- Play time
- Outings
- New Sharing
- Recess
- Group Activities
- Phone Calls
- Lessons and books from Activities-to-Go found at Boardmaker Activities-to-Go. The thematic lessons and books provide ample opportunity for individuals to practice this goal.

Activities-to-Go
Scan QR code

Measuring Success

- Increased attention to the interaction and communication partner.
- Increased use of varied messages on the device.
- Increased navigational skills.
- Increase in turn-taking during conversations.

> **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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on asking questions to gain information and request permission. You will play an important part in the learning process.

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

- **Model asking questions in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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 _____

tobii dynavox

Shares Personally Meaningful New or Unusual Information

Social Transitional Independent:

Goal

Shares personally meaningful new or unusual information in a variety of daily activities and social interactions. (Forming social connections and friendships)

Preparation

- Create a list of interview questions for activity.

Materials

- Communication book or device. You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates that are included in a Boardmaker 7 subscription.
- Any materials needed for activities below.

Tips for Success

- Inconsistency is normal 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 interact.

TobiiDynavox

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Boardmaker 7

Scan QR code

tobii dynavox

Activity 1:

❶ Introduce the activity. "I am going to pretend I am interviewing you today! This will help you work on telling me stories."

❷ Ask them questions that will prompt them to tell personally relevant stories.

- Example: What is your favorite memory? What is your favorite thing to do for fun and why? Tell me a funny story about one of your siblings.

Activity 2:

❶ The beginning of each new week is a great time to collect personal stories about the individual's weekend. Aim to create a slideshow on a weekly basis at the beginning of each week and embed information about the individual's weekend activities to share with peers. (Templates included in a Boardmaker 7 subscription)

Boardmaker 7

Scan QR code

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.

- Daily Activities (e.g. mealtime, dressing, bathroom, etc)
- Classroom Activities (e.g. show and tell where they tell stories about themselves or what they did over the weekend)
- Games
- Playtime
- Outings
- New Sharing
- Recess
- Group Activities
- Phone Calls

Measuring Success

- Increased attention to the interaction and communication partner.
- Increased use of varied messages on the device.
- Increased navigational skills.
- Increase in turn-taking during conversations.

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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on sharing information. You will play an important part in the learning process.

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

■ **Model sharing information in a variety of activities and environments.** During your daily activities, touch the device yourself as you say words with your speech. Modeling will feel more natural to you the more you do it.

■ 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 _____

tobii dynavox

Changes Topic Smoothly

Social Independent:

Goal

Changes topics smoothly in a variety of daily activities and social interactions.

Preparation

- Review vocabulary before beginning. Locate core words or program pre-stored messages.
  - For example:
    - "I have something to tell you."
    - "I want to talk about something else."
    - "Guess what?"

Materials

- Communication book or device. You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates that are included in a [Boardmaker 7](#) subscription.
- Any materials needed for activities below.

Boardmaker 7

Scan QR code

Tips for Success

- 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 interact.

tobii dynavox

Practice conversations

1 Review the importance of topic changes.

- Helps communication partner follow conversations better.
- Use when conversations are moving quickly.
- Gets someone's attention

2 Introduce the activity. "We are going to practice how to change a topic. Here are some ways you can change the topic." Provide support for them to do so.

- Find phrases the individual can use like, "I want to talk about something else," or "Guess what?" Then use one of the below scenarios to practice the skill.
  - Talk about a topic that doesn't interest the individual.
  - Suddenly change the topic when you are talking.
  - Pretend to enter the room and say hello to the individual.

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.

- Daily Activities (e.g. mealtime, dressing, bathroom, etc)
- Classroom Activities
- Games
- Playtime
- Outings
- New Sharing
- Recess
- Group Activities
- Phone Calls

Measuring Success

- Increased attention to the interaction and communication partner.
- Increased use of varied messages on the device.
- Increased navigational skills.
- Increase in turn-taking during conversations.

> **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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on changing topics smoothly. You will play an important part in the learning process.

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

- **Model changing topics in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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

❶ _____

❷ _____

❸ _____

tobii dynavox

Interrupts or Initiates a Contribution

Social Independent:

Goal

Interrupts or initiates a contribution in a variety of daily activities and social interactions.

Preparation

- Determine what environment or situation is most motivating to the individual.
- For example, it could be interacting in a group of peers, making a phone call to order pizza, or speaking with a new classmate.
- Review what messages can be used during interactions.
- "When we are in a conversation (either in-person or on the phone), we can use different messages to signal we want to talk or use them to alert partners in the conversation that we have more to say."
- "Hey," "Wait," "But, I have something to say," or "Let me finish" are good examples of phrases to have preprogrammed so they can be used efficiently to keep up with the interaction.

Materials

- Communication book or device. You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates that are included in a Boardmaker 7 subscription.
  - If using TD Snap Core First or TD Snap Motor Plan consider:
    - QuickFires-->Repairs - In this area they can request additional time for interaction. For example, "Wait, I have more to say."
- Materials needed for selected activity (e.g. phone or group).
- Supports if needed.

TobiiDynavox

Scan QR code

Boardmaker 7

Scan QR code

Tips for Success

- Inconsistency is normal 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 interact.

tobii dynavox

1 In a group setting introduce the selected activity "Sometimes we need to let people know it's our turn to talk or that we are still talking. Let's practice together some ways to interject in a conversation or let others know it's our turn to speak."

   • Model here exactly how you could do that using the device and/or gestures.

2 Say, "Let's try this while having a conversation."

   • Remember to select a topic that is motivating to the individual.

3 During the conversation, model which messages can be used and when the individual should use them.

4 Reflect on if the individual felt that the message helped the interaction.

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.

- Daily Activities (e.g. mealtime, dressing, bathroom, etc)
- Classroom Activities
- Games
- Playtime
- Outings
- New Sharing
- Recess
- Group Activities
- Phone Calls
- Lessons and books from Activities-to-Go are found at Boardmaker Activities-to-Go. The thematic lessons and books provide ample opportunity for individuals to practice this goal.

Activities-to-Go

Scan QR code

Measuring Success

- Increased attention to the interaction and communication partner.
- Increased use of varied messages on the device.
- Increased navigational skills.
- Increase in turn-taking during conversations.

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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on interrupting or initiating a contribution to a conversation. You will play an important part in the learning process.

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

- **Model interrupting or initiating a contribution to a conversation in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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

❶ _____

❷ _____

❸ _____

tobii dynavox

Social Independent:

Goal

Asks partner-focused questions in a variety of daily activities and social interactions.

Preparation

- Determine what messages you are going to target.
    - If using TD Snap Core First, consider:
        - QuickFires—>Questions
        - Topic Messages in various Topics
        - Core and Word Lists
    - If using TD Snap Motor Plan, consider:
        - QuickFires-->Questions
        - Core and Word Categories

TobiiDynavox

Scan QR code

Materials

- Communication book or device. You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates that are included in a Boardmaker 7 subscription.
- Materials needed for selected activity.
- Supports if needed.

Boardmaker 7

Scan QR code

Tips for Success

- Inconsistency is normal 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 interact.

tobii dynavox

Activity 1:

❶ Introduce the activity. Say, "You are going to create a survey! A survey is when you ask the same question to different people and record their answer. You will ask other people at school or in the area."

❷ Work with the individual to come up with either one or two questions.

❸ Model and practice the question the individual will ask.

❹ Have the individual go around and ask various people the questions to get data for the survey.

Activity 2:

❶ Conduct a mock-interview with the individual being the interviewer.

❷ Review questions that the individual could ask you based on who you are going to pretend to be. (e.g. If individual is into sports pretend to be a famous sports figure).

❸ Conduct the mock interview with the individual.

❹ Reflect on questions asked and what the individual thought about them.

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.

- Daily Activities (e.g. mealtime, dressing, bathroom, etc)
- Classroom Activities
- Games
  - Guess Who?
  - Go Fish
- Playtime
- Outings
- New Sharing
- Recess
- Group Activities
- Phone Calls
- Lessons and books from Activities-to-Go are found at Boardmaker Activities-to-Go. The thematic lessons and books provide ample opportunity for individuals to practice this goal.

Activities-to-Go

Scan QR code

Measuring Success

- Increased attention to the interaction and communication partner.
- Increased use of varied messages on the device.
- Increased navigational skills.
- Increase in turn-taking during conversations.

> **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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on asking partner-focused questions. You will play an important part in the learning process.

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

- **Model asking partner-focused questions in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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 _____

tobii dynavox

Selects Topic of Shared Interest or Changes Communication Style

Social Independent:

Goal

Selects topic of shared interest or changes communication style based on the reaction of partner to create a more appropriate and engaging conversation.

Preparation

- Various role-play situations in which you provide a brief introduction and react to the topics selected by the individual (e.g. "I'm an avid soccer fan. I also like to listen to music.").
- Review the vocabulary before beginning activity.

Materials

- Role-play situations you previously created.
- Communication book or device. You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates that are included in a Boardmaker 7 subscription.

Tips for Success

- Inconsistency is normal 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 interact.

TobiiDynavox

Scan QR code

Boardmaker 7

Scan QR code

tobii dynavox

Practice Selecting Topics of Shared Interests

1 Introduce the activity. Say, "You are going to practice selecting topics of shared interest and what to do if the person is not responding well."

2 Review signs that someone might not be interested in what you are saying. Consider making a chart of responses.

3 Role-play various situations in which you give a small introduction and have the individual select a topic.

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.

- Daily Activities (e.g. mealtime, dressing, bathroom, etc)
- Classroom Activities
- Games
- Playtime
- Outings
- New Sharing
- Recess
- Group Activities
- Phone Calls

Measuring Success

- Increased attention to the interaction and communication partner.
- Increased use of varied messages on the device.
- Increased navigational skills.
- Increase in turn-taking during conversations.

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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on selecting topics of shared interest. You will play an important part in the learning process.

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

- **Model selecting topics of shared interest in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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

❶ _____

❷ _____

❸ _____

tobii dynavox

Maintains Topic of Conversation

Social Independent:

Goal

Maintains topic of conversation by asking pertinent questions and making comments in a variety of daily activities and social interactions.

Preparation

- Determine what messages you are going to target and review vocabulary.
  - If using TD Snap Core First consider:
    - QuickFires
    - Topic Messages in various Topics
    - Core and Word Lists
  - If using TD Snap Motor Plan consider:
    - QuickFires
    - Core and Word Categories
- Select a topic of interest to the individual.

Materials

- Communication book or device. You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates that are included in a Boardmaker 7 subscription.
- Materials needed for selected activity.
- Supports if needed.

Tips for Success

- Inconsistency is normal 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 interact.

TobiiDynavox

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Boardmaker 7

Scan QR code

75

tobii dynavox

1. Introduce the skills and activity. Say, "We will practice starting a conversation and staying on the topic. Let's make a goal for you! As we talk about puppies (or other motivating topic) I want you to try and ask me 3 (or other goal number) different questions about puppies (or other motivating topic)."

2. Model and review where the conversation messages are on the communication device.

3. Initiate a conversation on a topic of interest to the individual.

4. As the individual participates, take note of comments and questions they ask

5. If they start to go off topic, direct them back to the topic or to use messages indicating they want to change the topic.

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.

- Daily Activities (e.g. mealtime, dressing, bathroom, etc)
- Classroom Activities
- Games
  - Twenty Questions
- Playtime
- Outings
- New Sharing
- Recess
- Group Activities
- Phone Calls
- Lessons and books from Activities-to-Go are found at Boardmaker Activities-to-Go. The thematic lessons and books provide ample opportunity for individuals to practice this goal.

Activities-to-Go

Scan QR code

Measuring Success

- Increased attention to the interaction and communication partner.
- Increased use of varied messages on the device.
- Increased navigational skills.
- Increase in turn-taking during conversations.

> **i 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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on maintaining the topic of conversation. You will play an important part in the learning process.

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

- **Model maintaining the topic of conversation in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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 _____

tobii dynavox

Social Independent:

Goal

Expresses humor appropriately based on relationship with partner in a variety of activities and social situations.

Preparation

- Determine what messages you are going to target and review vocabulary.
    - If using TD Snap Core First consider:
        - QuickFires
        - Topic Messages in various Topics
        - Core and Word Lists
    - If using TD Snap Motor Plan consider:
        - QuickFires
        - Core and Word Categories
- If needed, program funny sayings/stories/jokes that are meaningful to the individual.

TobiiDynavox

Scan QR code

Materials

- Communication book or device. You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates that are included in a Boardmaker 7 subscription.
- Materials needed for selected activity.
- Supports if needed.

Boardmaker 7

Scan QR code

Tips for Success

- Inconsistency is normal 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 interact.

tobii dynavox

Activity 1:

1 Introduce activity. "We will pretend you are the star of a comedy show. When you are the star of the show you tell jokes to other people."

2 Model the skill. Start off by telling a joke or a riddle.

3 Review a joke the individual can ask and practice where they can find the messages.

4 Continue going back and forth by practicing telling jokes/riddles/funny stories.

5 Come with a plan for how the individual can tell funny stories/riddles/jokes throughout the day!

Activity 2:

1 Introduce skill. Say, "We will practice having conversations with other people and using our humor!"

2 Have the individual engage in a conversation with a peer or family member.

3 Monitor the individual's use of humor during the interaction.

4 Provide support as needed.

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.

- Daily Activities (e.g. mealtime, dressing, bathroom, etc)
- Classroom Activities
  - Consider having a "Joke of the Day" and the individual is responsible for reading it to the class.
- Games
- Playtime
- Outings
- New Sharing
- Recess
- Group Activities
- Phone Calls

Measuring Success

- Increased attention to the interaction and communication partner.
- Increased use of varied messages on the device.
- Increased navigational skills.
- Increase in turn-taking during conversations.

> **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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on expressing humor. You will play an important part in the learning process.

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

- **Model expressing humor in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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

❶ _____

❷ _____

❸ _____

tobii dynavox

Corrects Errors of Others

Social Independent:

Goal

Corrects errors of others appropriately in a variety of activities and social situations.

Preparation

- Determine what messages you are going to target and review vocabulary.
  - If using TD Snap Core First consider:
    - QuickFires
    - Topic Messages in various Topics
    - Core and Word Lists
  - If using TD Snap Motor Plan consider:
    - QuickFires
    - Core and Word Categories
- Select a topic of interest to the individual.

TobiiDynavox

Scan QR code

Materials

- Communication book or device. You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates that are included in a Boardmaker 7 subscription.
- Materials needed for selected activity.
- Supports if needed.

Boardmaker 7

Scan QR code

Tips for Success

- Inconsistency is normal 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 interact.

tobii dynavox

Activity with Steps

1 Create a web or chart with the individual reviewing a variety of appropriate phrases to correct people.

2 Tell the individual, "Now we will practice! I am going to start a conversation and you will practice correcting me if needed."

3 Engage the individual in a discussion about a topic of interest.

4 Purposefully make errors so that the individual will correct you.

5 If the individual does not correct you, provide cues as needed.

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.

- Daily Activities (e.g. mealtime, dressing, bathroom, etc)
- Classroom Activities
- Games
- Playtime
- Outings
- New Sharing
- Recess
- Group Activities
- Phone Calls

Measuring Success

- Increased attention to the interaction and communication partner.
- Increased use of varied messages on the device.
- Increased navigational skills.
- Increase in turn-taking during conversations.

> **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.

tobii dynavox

Date:　_____

Dear:　_____

I'm sending this letter to let you know that we are working on correcting errors. You will play an important part in the l earning process.

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

- **Model correcting errors in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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 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　_____

tobii dynavox

Tells Simple Stories

Social Independent:

Goal

Tells simple stories about wishes, dreams, fantasies, and/or make believe in a variety of daily activities and social interactions. (Forming social connections and friendships)

Preparation

- Stories can be done with pre-programmed messages, one or two words paired with gestures, or more complex sentences using Core and Fringe vocabulary. Determine what messages you are going to target and review vocabulary.
- If using TD Snap Core First consider using:
- Topic Messages in various Topics
- Core and Word Lists
- If using TD Snap Motor Plan consider using:
- Core and Word Categories
- Select a topic of interest to the individual.

TobiiDynavox

Scan QR code

Materials

- Communication book or device. You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates that are included in a Boardmaker 7 subscription.
- Materials needed to create a book. (Templates included in a Boardmaker 7 subscription)
- Supports if needed.

Boardmaker 7

Scan QR code

Tips for Success

- Inconsistency is normal 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 interact.

tobii dynavox

Activity with Steps

1 Introduce the activity. Say, "You are going to write a short story about ____."
Depending on the level of the learner they might need a web or chart to help brainstorm before writing.

2 Have the individual come up with a short story.

- Note: You could also do something similar to fill in the blank like Mad Libs.
- Writing graphic organizer templates are included in a Boardmaker 7 subscription on.

3 Write the text and add pictures as needed.

4 Read the story and use the device to model it.

Boardmaker 7

Scan QR code

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.

- Daily Activities (e.g. mealtime, dressing, bathroom, etc)
- Classroom Activities
- Games
- Playtime
- Outings
- New Sharing
- Recess
- Group Activities
- Phone Calls

Measuring Success

- Increased attention to the interaction and communication partner.
- Increased use of varied messages on the device.
- Increased navigational skills.
- Increase in turn-taking during conversations.

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i **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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on telling simple stories. You will play an important part in the learning process.

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

- **Model telling simple stories in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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 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 _____

tobii dynavox

Social Independent:

Goal

Tells stories with a central character and clear beginning, middle, and end in a variety of activities and social situations.

Preparation

- Select how the individual will tell the story/news.
- Telling stories can be done with pre-programmed messages or one or two words paired with gestures or more complex sentences using Core and Fringe vocabulary.
  - If using TD Snap Core First consider using:
    - Topics
    - Core with Word Lists
  - If using TD Snap Motor Plan consider using:
    - Core with Word Categories
- Review vocabulary
- Locate some funny pictures from a magazine or from the internet that the individual could create a story about.
- List or think about some short stories you can tell the individual.

Materials

- Communication book or device. You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates that are included in a Boardmaker 7 subscription.
- Funny pictures.
- Short stories to tell the individual.
- Supports if needed.

TobiiDynavox

Scan QR code

Boardmaker 7

Scan QR code

Tips for Success

- Inconsistency is normal 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 interact.

tobii dynavox

Activity 1:

① Think of a story with a clear beginning, middle, and end and that is motivating to the individual.

② Introduce the activity. Say, "I am going to tell you a short story. It has three parts: a beginning, a middle, and an ending." For higher-level individuals, review what each of these parts may include and go into the appropriate amount of detail for the individual's language level.

③ Tell another short story and ask the individual to help you identify the parts.

④ If appropriate, show images or text that represent the three-story parts and then ask the individual to put the visuals in the correct order.

Activity 2:

① Tell the individual that now they are going to tell a short story based on some funny pictures from a magazine or the internet.

② Show the individual various funny pictures.

③ Have the individual tell a story making sure there is a clear beginning, middle and end.

④ Record their story on paper.

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.

- Read or watch a video: Review the plot and model how you would use the device to tell it or ask the individual to summarize it for people who have not heard it.
- Play with Toys: Review parts of a story, create a play or story, and use the dolls and figures as actors.
- Daily Activities: Remind the individual that stories can be about anything, and news can happen at any time.
- Classroom Activities: Institute a routine for sharing news between home and school.
- Fill in a Story: Tell part of a story and see if the individual can fill in the missing ending.
- Create a fake newspaper with news about the individual's community activities or classroom.
- Write a play or movie and get friends to help act it out.

Measuring Success

- Increased attention to the interaction and communication partner.
- Increased use of varied messages on the device.
- Increased navigational skills.
- Increase in turn-taking during conversations.

> **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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on telling stories. You will play an important part in the learning process.

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

- **Model telling stories in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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 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 _____

tobii dynavox

Discuss Emotions and Feelings

Social Independent:

Goal

Discusses emotions and feelings in a variety of daily activities and social interactions. (Forming social connections and friendships, interpersonal and listening skills)

Preparation

- Review vocabulary before beginning.
    - If using TD Snap Core First consider using:
        - QuickFires-->Feelings
        - Word Lists—>Feelings
    - If using TD Snap Motor Plan consider using:
        - Core-->Descriptors-->Feelings
- Decide topics you are going to discuss that are of interest to the individual (e.g. Olympics if interested in sports, etc).

TobiiDynavox

Scan QR code

Materials

- Communication book or device. You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates that are included in a Boardmaker 7 subscription.
- Any materials needed for activities below.

Tips for Success

- Inconsistency is normal 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 interact.

Boardmaker 7

Scan QR code

tobii dynavox

1 Review a variety of emotions and where the messages are located.

2 Create a list of feelings. Say, "I am going to give you a situation. You will tell me how you would feel in that situation." Write their answers down on a chart.

- Introduce various situations and ask the individual to talk about how they would feel
- Example:
  - You qualified for the Olympics and it was canceled.
  - You won a contest.
  - You finally found something you have been looking for.
  - You are awarded for working very hard at something.

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.

- Daily Activities (e.g. mealtime, dressing, bathroom, etc)
- Classroom Activities
- Games
- Playtime
- Outings
- New Sharing
- Recess
- Group Activities
- Phone Calls

Measuring Success

- Increased attention to the interaction and communication partner.
- Increased use of varied messages on the device.
- Increased navigational skills.
- Increase in turn-taking during conversations.

> **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.

tobii dynavox

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on discussing emotions and feelings in a variety of settings. You will play an important part in the learning process.

How? You can reinforce the skills we address here, at home.
- **Model discussing emotions and feelings in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- 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 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 _____

tobii dynavox