



Action Dictionary

MEville to **WE**ville®

Action Dictionary Table of Contents

Word	Cross Reference
act out	-----
activate	turn on/turn off
answer	-----
ask	say
attach	fasten
blend	mix, sound out
blow	-----
bring	-----
carry	bring, move, place, collect
cheer	clap/chant
choose	-----
circle	record, stamp, write, mark
clap/chant	-----
clean up	-----
collect	-----
color	-----
comment	say, describe
compare	-----
copy	place, record, write, draw, stamp
count	-----
create	draw, cut, fold, fasten, staple
cross-off	record, draw, color, write, stamp
cross-out	record, draw, color, write, stamp
crush (crackers)	mix, pat
cut	-----
decode	sound out, rhyme
decorate	draw, paint, cut, fold, fasten, stamp, staple
define	identify, say
describe	-----
design	draw, cut, fold, fasten, staple
discuss	describe, say
doodle	draw, stamp
draw	-----
draw cards	flip, spin
dry	clean up
dust	clean up

Action Dictionary Table of Contents

Word	Cross Reference
erase	-----
explore	-----
fasten	-----
fill	measure, pour
find	-----
find page	find, turn page
flip	-----
flip page	turn page
fold	-----
gather	bring, collect
get	bring, collect
give	bring, collect, move, place
glue	fasten
guess	predict
highlight	color
hold	-----
hold up	hold
identify	-----
indicate	show, point
label	identify
listen	-----
locate	find, collect
look	-----
make	draw, paint, cut, fold, fasten, mix
mark	record, draw, stamp, write, tally
match	-----
measure	-----
mix	-----
move	-----
move pawn	play (game)
name	identify
open	-----
operate	turn on, turn off
order	-----
paint	-----

Action Dictionary Table of Contents

Word	Cross Reference
pass	move, bring, collect, place
paste	fasten
pat	-----
pick	choose
pick up	clean up
place	-----
play	-----
play game	play
point	-----
pour	-----
predict	-----
press	fold, pat
punch	-----
put	place
put away	clean up, move, place, bring, collect
raise hand	-----
rap	clap/chant, rhyme
read	-----
recognize	identify
record	-----
respond	answer
research	search
retell	-----
rhyme	-----
roll	throw
roll dice	spin
roll out	-----
say	-----
see	look, explore, hold
self-select	-----
sequence	order
set	place
shake	clap/chant
show	-----
sing	-----

Action Dictionary Table of Contents

Word	Cross Reference
smooth	pat
sort	-----
sound out	-----
speak	say, retell, describe
spell	-----
spin	-----
stamp	-----
staple	-----
state	say, answer, describe
stir	mix
sweep	move, place
take	bring
take data	write, record, tally
take notes	write, record, stamp
take picture	-----
take turns	-----
talk	say, describe
tally	-----
tap	clap/chant
tape	fasten
tell	describe, say
throw	-----
touch	explore, hold
toss	throw
trace	write, draw
try	explore, hold
turn on/turn off	-----
turn over	flip
turn the page	-----
vote	-----
wash	clean up
watch	look
wipe	clean up
write	-----
write name	write



act out

to use body movements and/or voice to perform a lyric or part in a play, skit, or role play

The student acts out a scene or role play.

EXAMPLE 1

The student uses a QuickTalker™ communicator to say lines in correct order.



QuickTalker7™
communicator

Instructor: The instructor records lines in correct order on a QuickTalker™ communicator and places corresponding photos or pic-symbols to accompany each line.

Student: The student says each line with the QuickTalker™ at the appropriate time.

EXAMPLE 2

The student identifies actions for a song or role play with photos.



Step-by-Step™
communicator

Instructor: The instructor takes photos of students engaging in one action or movement at a time. The instructor provides a display of three photos. The instructor calls out an action in a song or role play for the student to identify. Option: record “help me do this” on a Step-by-Step™ communicator.

Student: The student chooses a photo to identify the action. Option: student activates Step-by-Step™ for assistance in completing the action.

EXAMPLE 3

The student says lines with a Step-by-Step™ communicator when given a signal.



Step-by-Step™
communicator



real bell or
electronic bell tone

Instructor: The instructor records lines for a role play or scene on Step-by-Step™ communicator. The instructor and student agree on a tone or sound as a signal to say the next line, such as bells or an electronic tone on a phone or tablet.

Student: The student says a line with Step-by-Step™ when the signal is heard and waits for the next line.

EXAMPLE 4

The student chooses lines to say in a role play with a QuickTalker communicator.



QuickTalker7™
communicator

Instructor: The instructor records a variety of lines on the QuickTalker™ communicator and places corresponding photos or pic-symbols to accompany each line.

Student: During a role play, the student chooses what to say, using the pictures as a guide, and activates the QuickTalker™ communicator.



answer

respond to a question

Consider the wide range of questions and situations where answers fully empower students to share information, state a preference, say “No,” etc. Other action: respond

EXAMPLE 1

The student activates a single or double message communicator to answer a question.



Talking Brix™



iTalk2™
communicator

Instructor: The instructor records an answer or information on Talking Brix™ or iTalk2™ communicator and fastens matching pic-symbols to represent the answer or information.

Student: The student activates Talking Brix™ or iTalk2™ communicator to answer a question. The iTalk2™ allows two choices (yes/no or two specific answers) while Talking Brix™ can be linked together for 2 or 3 choices. Errorless learning: any answer on communicator is correct.

EXAMPLE 2

The student activates a multiple message communicator to answer questions.



SuperTalker™
communicator



QuickTalker®
communicator

Instructor: The instructor records answers or information on a SuperTalker™ or QuickTalker® and fastens matching pic-symbols for each choice.

Student: The student activates the SuperTalker™ or QuickTalker® to answer questions.

EXAMPLE 3

The student makes a selection from a set of answer choices on a display to answer a question.



pocket chart

Instructor: The Instructor places pic-symbols or pictures representing answer choices (two correct, one foil). The instructor displays the pic-symbols or pictures on a display tool, pocket chart, or eye gaze communication board. Errorless learning: include only correct answers.

Student: The student points to, grasps, eye gazes to, or verbally selects pic-symbol representation of answer. Errorless learning: any choice is correct.

EXAMPLE 4

The student makes a selection from a set of objects on display to answer a question.



pocket chart with
objects



Instructor: The instructor places objects representing answer choices (two correct, one foil) on a table, display tool, pocket chart, or eye gaze communication board. Errorless learning: include only correct answers.

Student: The student points to, grasps, eye gazes to, or verbally selects an object representing the answer from the selection on display. Errorless learning: any choice is correct.



blow

use mouth or appliance to make bubbles

It is fun to make, watch, and pop single bubbles or bunches of them.

EXAMPLE 1



Bubble Machine



PowerLink®
and switch

The student activates a switch to blow bubbles with a machine.

Instructor: The instructor connects a PowerLink® control unit and switch to the Bubble Machine.

Student: The student activates the switch to turn on the Bubble Machine and make bubbles.

EXAMPLE 2



electric fan



PowerLink®
and switch

The student activates a switch to turn on a fan to blow bubbles.

Instructor: The instructor connects PowerLink® control unit and switch to an electric fan. The instructor or peer holds a bubble wand filled with soap at an appropriate distance from the fan.

Student: The student activates the switch to turn on the fan to blow through the bubble wand and make bubbles.

EXAMPLE 3



Step-by-Step™
communicator

The student gives directions to a peer to blow bubbles.

Instructor: The instructor records, “1,2,3...blow!” on the Step-by-Step™ communicator. The instructor or a peer fills a bubble wand with soap and waits for directions.

Student: The student waits for the instructor or peer to fill bubble wand then activates Step-by-Step™ communicator to give directions to blow.

EXAMPLE 4



The student uses a bubble wand and alternate bubble soap container to blow bubbles.

Instructor: The instructor puts bubble soap in a cup with a handle, plastic zipper bag, or no-spill bubble cup. Option: secure cup to lap tray or table with hook and loop material. Build up handle of wand with loop-side hook and loop material, duct tape, or masking tape.

Student: The student holds the cup or bag and dips wand to blow bubbles.
Option: student dips wand into secured cup. Student holds wand with built-up handle.



bring

to carry to a designated location or individual

The student brings items to a desired location.

Other actions: take, carry, give

EXAMPLE 1



Step-by-Step™
communicator

The student uses the Step-by-Step™ communicator to direct a partner to bring item to specified location.

Instructor: The instructor records a sequence of directions for bringing an item to a specific location on the Step-by-Step™ communicator and fastens a matching pic-symbol.

Student: The student activates the Step-by-Step™ communicator multiple times to direct a partner to bring a requested item to a location.

EXAMPLE 2



iTalk2™
communicator

The student uses the iTalk2™ communicator to ask a partner to bring item(s) to specified location.

Instructor: The instructor records the names of two different items and a specific location on the iTalk2™ communicator and fastens matching pic-symbols on the buttons.

Student: The student activates the iTalk2™ communicator to ask a partner to bring one or two items to a desired location.

EXAMPLE 3



The student uses a backpack to get and carry an item to a location.

Instructor: The instructor places a backpack on the student.

Student: The student carries the backpack, gets the item, places the item in the backpack, and moves back to desired location with or without a partner.

EXAMPLE 4



The student uses container attached to lap tray or backpack attached to wheelchair or walker to bring an item to a location.

Instructor: In consultation with Occupational and/or Physical Therapist, attach a backpack, basket, or container to walker or wheelchair. It is important to consult with OT/PT as the addition of items to a walker or wheelchair changes the center of gravity and may affect the safety of the student. Assist student in placing item in container.

Student: The student assists in placing item(s) in container and brings item(s) to designated location.



choose

select a desired option from an array of two or more possibilities

Consider as many opportunities throughout the day for student to make choices (e.g. what to wear, where to go, what to do, etc.).

Other action: pick

EXAMPLE 1

Optional Access:



All-Turn-It®
spinner



Jelly Bean®,
Specs® or
Big Red®
switch



Jelly Beamer™
wireless
switch

The student activates the All-Turn-It® spinner to make a random choice.

Instructor: The instructor places pic-symbols or objects representing choices on large overlay of All-Turn-It® spinner. The instructor connects a switch to the spinner if needed. Options: call attention to arrow and selection by attaching a brightly colored strip. Fasten objects to spinner.

Student: The student activates the All-Turn-It® spinner to randomly select a pic-symbol or object. Note: For beginning choice-makers, random selections help a student understand the effects of making a choice and the representative nature of the pic-symbols.

EXAMPLE 2



iTalk2™
communicator

The student activates the iTalk2™ communicator to choose from two options.

Instructor: The instructor fastens two pic-symbol choices on the iTalk2™ communicator and records a word or phrase to represent each choice.

Student: The student activates the iTalk2™ communicator to state a choice, e.g. a cracker or pretzel at the snack table, or to play Bingo or a card game in math.

EXAMPLE 3



SuperTalker™
communicator



QuickTalker®
communicator

The student activates a multiple message communication device to choose.

Instructor: The instructor fastens pic-symbols representing choices on the SuperTalker™ or QuickTalker® and records a word or phrase for each choice.

Student: The student selects and activates a message location to make a choice.

EXAMPLE 4



pocket chart



pocket chart with
objects

The student chooses from a display of pic-symbols or objects representing choices.

Instructor: The instructor displays pic-symbol, picture, or object choices on a display tool, pocket chart, table, or eye gaze communication board.

Student: The student eyes gazes, points to, touches, or verbally selects the pic-symbol or object of choice from the selection.



choose

select a desired option from an array of two or more possibilities

Consider as many opportunities throughout the day for student to make choices (e.g. what to wear, where to go, what to do, etc.).

Other action: pick

EXAMPLE 5

The student makes a choice from three pictures or pic-symbols placed in a row.



counting windows

Instructor: The instructor fastens pictures or pic-symbols on a slant board or 3-ring binder and frames each choice with a counting window, fastening the top of each window to secure. To make counting window, cut a hole in colored paper and laminate for durability. Option: use words or phrases for choices. Errorless learning: the instructor places all correct choices.

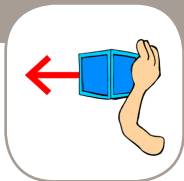
Student: The student eyes gazes, points to, touches, or verbally selects the pic-symbol or picture of choice from the selection. Errorless learning: any choice is correct.

EXAMPLE 6

The student chooses object, pic-symbol, picture, or card and moves to container.



table with fastened container



Instructor: The instructor places items on table or wheelchair lap tray and fastens or holds container just below surface edge. Errorless learning: the instructor places all correct choices.

Student: The student sweeps or moves chosen item(s) into container. Errorless learning: any choice is correct.

EXAMPLE 7

The student chooses from three pic-symbols attached to Talking Brix™.



Talking Brix™



VideoBrix™

Instructor: The instructor records one choice on each of three Talking Brix™ and places matching pic-symbol to represent choices. Connect three Talking Brix™ in a row or column. Option: make three videos of activity choices, one on each of three VideoBrix.™

Student: The student activates Talking Brix™ to hear each and makes a choice. Option: student watches three activity videos on VideoBrix™ and chooses the desired activity.

EXAMPLE 8

The student states "I want____" and item or activity of choice on TalkTrac™.



TalkTrac™

Instructor: The instructor records "I want" on the first TalkTrac™ button and three choices below. Place pic-symbols to match each choice.

Student: The student presses "I want" and item or activity of choice on TalkTrac™.



clap/chant

strike hands together repeatedly, in applause or rhythm.

*Clapping to cheer or acknowledge others is effective for building relationships in home and school communities.
Other actions: cheer, tap, play pattern, shake, rap*

EXAMPLE 1

The student activates a single message device to clap at appropriate times.



LITTLEmack®
communicator



BIGmack®
communicator

Instructor: The instructor records a clapping sound on the LITTLEmack® or BIGmack® communicator.

Student: The student activates the LITTLEmack® or BIGmack® communicator to make clapping sounds when it is appropriate to clap.

EXAMPLE 2

The student activates a multiple message device to clap or cheer.



iTalk2™
communicator

Instructor: The instructor records a peer clapping and one or more peers cheering on the iTalk2™. The instructor fastens matching pic-symbols.

Student: The student activates a communicator to either clap or cheer.

EXAMPLE 3

The student shakes a musical instrument (maraca, tambourine, etc.) rhythmically with a chant or to play a pattern or syllables in a word.



Instructor: The instructor provides the instrument for the student and places it in his/her hand or within reach of the student. Option: build up handles with foam pipe insulation, foam weather stripping, masking tape, duct tape, or soft-side hook and loop material for ease of use.

Student: The student uses the instrument to clap a rhythm, pattern, or syllables.

EXAMPLE 4

The student taps an instrument rhythmically or to play a pattern.



Instructor: The instructor places or secures instrument to lap tray or places in student's hand. The instructor broadens the width of stick by wrapping with foam pipe insulation, foam weather stripping, masking tape, duct tape, or soft-side hook and loop material for ease of use. An instrument can be a typical rhythm instrument or tapping an unsharpened pencil on a desk or container.

Student: The student shakes or taps in rhythm with the chant or rap.



clap/chant

strike hands together repeatedly, in applause or rhythm.

*Clapping to cheer or acknowledge others is effective for building relationships in home and school communities.
Other actions: cheer, tap, play pattern, shake, rap*

EXAMPLE 5

The student moves a ribbon rhythmically.



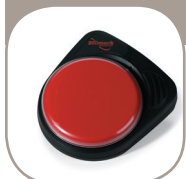
wrist ribbon

Instructor: The instructor fastens ribbon loosely around student's wrist or foot.
Option: attach a handle to the ribbon for student to grasp.

Student: The student moves hand or foot to move ribbon in rhythm.
Option: student grasps the ribbon or an attached handle.

EXAMPLE 6

The student activates a single message communicator to chant, or play a pattern or rap by peers.



BIGmack®
communicator

Instructor: For variety and a connection to favorite songs, the instructor plays musical rhythms for students to choose one. The instructor records the rhythm with the group chanting or rapping a single word, list of words, or phrase that is repeated, or added intermittently. **Errorless learning:** record a sound effect that goes with the chant or rap to be added anytime.

Student: The student activates the BIGmack® to lead the group in a chant or rap. **Errorless learning:** student adds a sound effect at any time when others are chanting or rapping.

EXAMPLE 7

The student activates the iTalk2™ communicator to play a pattern or rhythm.



iTalk2™
communicator

Instructor: The instructor records a sound pattern unit on each button and fastens matching picture symbols. **Option:** instructor records word or phrase on one button and a clap on the other.

Student: The student activates iTalk2™ to read a sound pattern. **Option:** student activates to say a word or phrase or make clap sound during a chant or rap.

EXAMPLE 8

The student activates the Step-by-Step™ communicator to clap or chant a sequence.



Step-by-Step™
communicator

Instructor: The instructor records a series of claps, words and/or phrases.
Option: word or phrase can be paired with a clap as it is recorded.

Student: The student activates the Step-by-Step™ communicator to clap or chant by taking turns or joining in.



clean up

to tidy up or neaten

The student picks up or cleans an area after a project, recipe, game, or snack is completed.

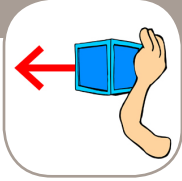
Other actions: pick up, put away, tidy, wipe, dry

EXAMPLE 1

The student sweeps or moves items into a container.



table with fastened
container



Instructor: The instructor puts items to be put away on table or lap tray and fastens or holds container just below the surface edge.

Student: The student sweeps or moves items into container.

EXAMPLE 2

The student gives directions and shows clean-up task video to peers.



BIGmack®
communicator



VideoBrix™

Instructor: The instructor records, "Time to clean up" or similar direction on BIGmack® and fastens matching pic-symbol. Record demonstration of task steps on VideoBrix.™

Student: The student activates BIGmack to direct peers to clean up, then activates VideoBrix to see a demonstration. Student re-activates VideoBrix™ as needed for self or peers to review the process or a step.

EXAMPLE 3

The student gives steps to complete a cleaning task.



Step-by-Step™
communicator



Talking Brix™

Instructor: The instructor records steps on Step-by-Step™ or Talking Brix™ communicators to clean a specific area, e.g. "1. Make the cloth wet." "2. Wipe off the table." "3. Dry the table." Fasten pic-symbols on device(s) to match task. Connect Talking Brix™ in order, left to right.

Student: The student activates Step-by-Step™ or Talking Brix™ to give a direction to a partner as they complete each step. The student waits to give next direction until the partner completes the step.

EXAMPLE 4

The student wipes an area with cloth fastened to work gloves and dries an area with fan.



Instructor: Fasten hook and loop material to large work glove and cloth. Assist student in putting on the glove and moistening the cloth, if needed. Assist student in moving cloth across table as needed. Option: connect battery device adaptor (BDA) and switch to battery-operated fan or PowerLink4® and switch to electric fan for student to dry a table.

Student: Student moves glove across the table to wipe it or dry it. Option: student activates switch and fan to blow a table dry.



collect

bring together sets of items

Students collect items for a set based on one or more attributes or collect a set of items.

Other actions: get, gather

EXAMPLE 1



iTalk2™
communicator



QuickTalker®
communicator

The student asks for a specific object or set of objects with a communication device.

Instructor: The instructor records “I want ____” and name of object on each button of the iTalk2.™ Place pic-symbol on button to match item. Option: record “I want” on one button and names of objects on remaining buttons of QuickTalker® with matching pic-symbols.

Student: The student activates device to say, “I want . . . (name of object).” e.g., student activates QuickTalker® to ask peer for books about simple machines.

EXAMPLE 2



pocket chart

The student collects object for a set or set of objects from a display.

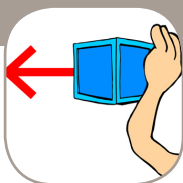
Instructor: The instructor places choices in pocket chart, on table, or in other display. Give three choices (2 correct, 1 foil) for the set. Adjust choices based on individual needs and abilities. Errorless learning: all three choices can be appropriately collected.

Student: The student takes, points to, touches, eye gazes, or verbally selects objects to collect for a set or collects a set of objects.

EXAMPLE 3



table with fastened
container

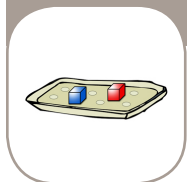


The student sweeps or moves desired object(s) into a container to collect them.

Instructor: The instructor puts items to be collected with other items on table or lap tray and fastens or holds container just below surface edge. Option: place one or more items from a set in plastic zipper bag for easier grasping. Errorless learning: place only correct choices.

Student: The student sweeps or moves items into container.

EXAMPLE 4



The student moves objects on adapted surface to collect them.

Instructor: The instructor fastens hard-side hook and loop material to table-top or other surface and fastens soft-side hook and loop material to objects to be collected. The instructor places objects to be collected mixed with foils that have no hook and loop material attached.

Student: The student moves desired objects to surface. The correct objects collected will stick to the surface, but the objects not included in the collection (foils) will not stick.



color

give color to images, illustrations or materials used for decoration or art

Color can also be used to highlight information and/or draw attention to relevant details. Other actions: highlight

EXAMPLE 1



QuickTalker®
communicator



Talking Brix™

The student activates a multiple message communicator to color with a partner.

Instructor: The instructor records a sequence of coloring instructions on the QuickTalker® or Talking Brix,™ e.g. “Color this blue.” “Color the apple red.”

Student: The student activates the QuickTalker® or Talking Brix™ to give a peer directions to color.

EXAMPLE 2



counting window



borders

The student colors or highlights text within borders to stay within an area or lines of a design.

Instructor: The instructor fastens a counting window, frame, or borders (using craft sticks) around coloring area. To make counting window, cut a hole in colored paper and laminate for durability. Options: fasten a stencil of a specific shape on paper, place wax yarn on edges of picture, or draw with glue on lines to harden to use as borders for the details of a picture.

Student: The student colors or highlights text within the set borders.

EXAMPLE 3



adapted crayon



finger crayon

The student uses an adapted tool to color.

Instructor: The instructor extends the length of a crayon by placing it in a piece of narrow PVC pipe, and securing it in place with sticky tac. Option: use connectors to build a T bar and place crayon in the vertical pipe, as student holds the horizontal pipes or use finger crayons.

Student: The student grasps the adapted crayon and uses it to color.

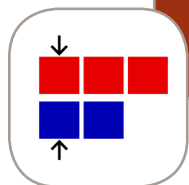
EXAMPLE 4



The student colors on paper that is secured to a slanted surface.

Instructor: The instructor tapes paper to slanted surface.

Student: The student colors with or without adapted tool on the paper.



compare

determine relative amounts or sizes by looking at two or more items, sets, or numbers

The student compares amounts, numbers, and sizes.

EXAMPLE 1



pocket chart with objects



BIGmack® communicator

The student chooses to identify amounts that are more, less, or equal.

Instructor: The instructor places objects in pocket chart to represent a target amount and two more amounts that are clearly more and less and names each (more, less, equal). The instructor shows an amount using the same objects as the amounts in the pocket chart to compare to the target amount, then asks if it is more, less, or equal to the target amount. Option: records “That’s the one I want!” on BIGmack and gives to student. The instructor points to each until student indicates the desired choice.

Student: The student points to, eye gazes, touches, verbally selects, or indicates the instructor is pointing to the choice, to state the amount is more, less, or equal to the target amount. Option: activates BIGmack to indicate choice

EXAMPLE 2

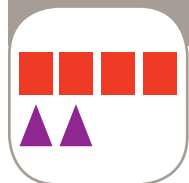


The student compares and chooses objects that are the same or different.

Instructor: The instructor places three choices in pocket chart. The instructor shows one of the choices and asks the student to choose the one that is the same. Option: ask the student to find the one that is different.

Student: The student chooses the item that is the same or different to answer the question.

EXAMPLE 3



BIGmack® communicator

The student uses objects, pic-symbols, or other representation to compare amounts in two rows.

Instructor: The instructor places objects, pic-symbols, or other representation in two or more rows (lining them up 1-1 in both rows) to match amounts to be compared (vote totals, ratings collected in a survey, other survey results, etc.). The instructor asks, “Are the rows the same?” then, “Which has more?” and “Which has less?” Option: records “That’s the one I want!” on BIGmack and gives to student. The instructor points to each until student indicates the desired choice.

Student: The student points to, eye gazes, touches, verbally selects to state the amount is more, less, or equal to the target amount. Option: activates BIGmack to indicate choice

EXAMPLE 4

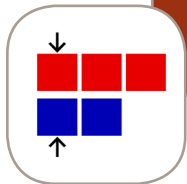


balance scale

The student uses a balance scale to compare amounts or weight.

Instructor: The instructor gives choices for more, less, and/or equal. The instructor uses the exact same materials on both sides to compare amounts as more, less, or equal and asks, “More, less or equal?” Option: instructor places two weights on either side of scale, points to first weight and asks, “More, less or equal?”

Student: The student chooses more, less or equal to compare the first with the second amount or compare the weight.



compare

determine relative amounts or sizes by looking at two or more items, sets, or numbers

The student compares amounts, numbers, and sizes.

EXAMPLE 5



iTalk2™
communicator



Talking Brix™

The student says "same" or "different" with a communication device when comparing two objects.

Instructor: The instructor records "same" and "different" on each button of the iTalk2™ or on two Talking Brix™ and fastens matching pic-symbols. Show two objects. Ask, "Are these the same or different?" Option: choose a specific attribute to determine if same or different, e.g. "Is the color the same or different?"

Student: The student activates the iTalk2™ or Talking Brix™ to choose "same" or "different."

EXAMPLE 6



pocket chart

The student compares attributes.

Instructor: The instructor places two objects on table and three colors in pocket chart representing colors present in objects plus one foil. Point to first object. Say "Show the color that matches this object." Repeat with second object. Option: repeat with size or shape. Errorless learning: all choices match.

Student: The student chooses the object that matches the color. If both objects match the same color, show the color attribute is the same. Errorless learning: any choice is correct.

EXAMPLE 7



SuperTalker™
communicator



QuickTalker®
communicator

The student uses a multiple message communicator to describe similarities and differences.

Instructor: The instructor records the words "color," "size," "shape," "same" and "different" on the SuperTalker™ or QuickTalker® with matching pic-symbols attached. Show two objects, shapes, or pictures.

Student: The student chooses an attribute and the word "same" or "different" to compare attributes.

NOTES:



count

Name numbers in order to find the total number of units

There are many opportunities for students to count during the day including counting money, votes, tokens, points in a game, people present at an event, amount of food on a tray, etc. Other actions: skip count

EXAMPLE 1



Step-by-Step™
communicator

The student counts with a Step-by-Step communicator.

Instructor: The instructor records a sequence of numbers from one to one more than the final number (one number per step).

Student: The student activates the communicator one or more times to count to a number, count items to a given amount, or a count set of items.

EXAMPLE 2



Talking Brix™

The student activates Talking Brix to count.

Instructor: The instructor records one number on each Talking Brix™ and fastens matching numeral. Connect in a horizontal line in order left to right.

Student: The student activates the Talking Brix™, one at a time in order to count.

EXAMPLE 3



SuperTalker™
Communicator



QuickTalker®
communicator

The student activates a multiple message communicator to count out a number set.

Instructor: The instructor places a number overlay on the SuperTalker™ or QuickTalker® and records each number into the device. The instructor points to each item.

Student: Each time an object is indicated, the student activates the next number in the sequence.

EXAMPLE 4



Step-by-Step™
communicator

The student will skip count.

Instructor: The instructor records a skip counting sequence on the Step-by-Step™ and fastens appropriate pic-symbol to represent the sequence, e.g. tens, fives, or twos, etc.

Student: The student activates the Step-by-Step™ to skip count or skip count to a given amount.



count

Name numbers in order to find the total number of units

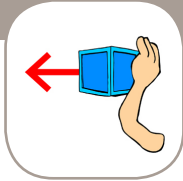
There are many opportunities for students to count during the day including counting money, votes, tokens, points in a game, people present at an event, amount of food on a tray, etc. Other actions: skip count

EXAMPLE 5

The student sweeps objects to count.



counting tray



Instructor: The instructor fastens a tipped shoebox container on the edge of table or lap tray of wheelchair so open end faces counting tray. The instructor adjusts tray in front of student and places a counter on the tray, making sure student's hand or arm movement will allow contact with the counter. Each time student sweeps the counter to the container, instructor says the number and places the next counter.

Student: The student sweeps counter into the open end of the container.

EXAMPLE 6

The student slides objects or tabs on a MathLine to count.



MathLine



MathLine
with objects

Instructor: The instructor places MathLine on table. Option: fasten hard-side hook and loop material on each tab and softside hook and loop material on objects. Place one object on each tab.

Student: The student moves tabs or tabs with objects attached on MathLine to count.

EXAMPLE 7

The student uses a calculator to count or skip count.



Instructor: The instructor enters $1 + 1 =$ in calculator. For skip counting by tens enter $10 + 10 =$, for fives enter $5 + 5 =$ and twos enter $2 + 2 =$. The instructor or student says the numbers aloud.

Student: The student presses $=$ sign for each number (or group of numbers, if skip counting), as student or instructor says the numbers aloud.

NOTES:



cut

Use a scissors to divide or separate paper or similar material

Students cut coupons for a shopping trip, picture symbols for a communication device, photos for a collage, articles from the newspaper for current events or paper for an art project

EXAMPLE 1

The student activates battery-operated scissors with a switch to cut.

Optional Access:



Battery Operated scissors + switch



Jelly Bean®, Specs® or Big Red® switch



Jelly Beamer™ wireless switch

Instructor: The instructor attaches a switch to pre-adapted battery-operated scissors or attaches battery device adaptor (BDA) and switch to battery-operated scissors.

Student: The student activates the switch and partner manipulates the scissors to cut in the appropriate location.

EXAMPLE 2

The student activates battery-operated scissors and Talking Brix™ to cut and give directions.



Battery Operated scissors



Talking Brix™

Instructor: The instructor records one message per Talking Brix™ to direct cutting, e.g. "Please cut the circle" "Cut on the line." "Cut straight." and/or "Turn the paper." Connect switch to pre-adapted scissors or battery device adaptor (BDA) and switch to battery-adapted scissors.

Student: The student activates Talking Brix™ communicators to give a partner directions for cutting. The student activates the scissors as the partner manipulates the scissors and paper.

EXAMPLE 3

The student cuts with sliding or wrapping paper scissors.



wrapping paper or rolling scissors

Instructor: The instructor provides sliding or wrapping paper scissors and assists in guiding the scissors on the line.

Student: The student holds and/or pushes the scissors along the line.

EXAMPLE 4

The student uses commercially available adapted scissors to cut.



loop scissors



tabletop scissors

Instructor: The instructor determines appropriate type of scissors in consultation with an occupational therapist. Options: beginner scissors, self opening with double handles, loop scissors, tabletop scissors, and learning scissors.

Student: The student cuts with adapted scissors.



describe

tell about the characteristics or details in a story or non-fiction book

The student describes characters, setting, attributes, action, objects, or animals in a story or non-fiction book during a picture walk or as the book is read. This helps students attend to details and form meaning.

EXAMPLE 1



SuperTalker™
communicator



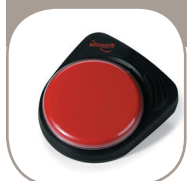
QuickTalker®
communicator

The student uses a multiple message communicator to describe a picture or to comment on text to describe characteristics or details in a story or non-fiction book.

Instructor: The instructor records descriptive words specific to the text on the SuperTalker™ or QuickTalker® relating to characters, setting, attributes, action, objects or animals. For example, “The tortoise is slow.” or “The hare and tortoise are outside.”

Student: The student activates the communicator to describe a picture or comment on the text for the appropriate page.

EXAMPLE 2



BIGmack®
communicator



counting window

The student uses a single message communicator to point out a single attribute, character, objects, animal, or action when recognized in a book.

Instructor: The instructor records one comment on the BIGmack® related to characters, setting, attribute, action, objects or animals, e.g. “There is the hare sleeping!” To make counting window, cut a hole in colored paper and laminate for durability. Option: provide a counting window to frame a picture and draw attention to it.

Student: The student activates the BIGmack® when the recorded comment relates to text or picture and the student hears it or spots it on the page.

EXAMPLE 3



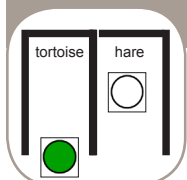
pocket chart

The student chooses a pic-symbol or picture to describe characteristics or details of a story or non-fiction book.

Instructor: The instructor provides pic-symbols or pictures that represent an attribute or detail in the story or non-fiction text, e.g. a picture of meat to depict a meat-eating animal or a pic-symbol for green to show the color of a tortoise. Place and name three choices in pocket chart and direct student to select one when it is visible in the book or read in the text. Option: direct the student to make a choice based on what is read or seen on the current page, e.g. say “show what a lion eats.”

Student: The student eye gazes, touches, points, or verbally selects a picture or pic-symbol to describe an attribute or detail in the story or non-fiction text.

EXAMPLE 4



The student places pic-symbols or words on a chart to describe characters, setting, action, objects, and animals in a story or non-fiction book.

Instructor: The instructor fastens pic-symbols or words on blocks and borders with craft sticks between each category: characters, setting, action, objects, and/or animals.

Student: The student chooses a pic-symbol or word that describes a part of the story and slides it between the borders of the appropriate category.



draw

produce a likeness or representation by making lines on a surface

Students draw illustrations needed or desired for literacy or art projects, signs or posters for events, solving a math problem, or doodling.
Other actions: doodle, design

EXAMPLE 1

The student activates a Step-by-Step™ communicator to draw with a partner.



LITTLE
Step-by-Step™
communicator



BIG
Step-by-Step™
communicator

Instructor: The instructor records a sequence of drawing instructions on the Step-by-Step communicator, e.g. “Let’s draw plans for a park.” “First, draw grass.” “Draw tall trees.” “How about a walking path?”

Student: The student activates the Step-by-Step™ communicator multiple times to direct partner to draw.

EXAMPLE 2

The student activates a multiple message communicator to draw with a partner.



iTalk2™
communicator



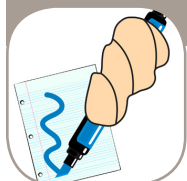
QuickTalker®
communicator

Instructor: The instructor places pic-symbols of different designs (e.g. straight line, polka dots, curvy line, square, circle, etc.) on iTalk2™ or QuickTalker®. The instructor records drawing directions related to those designs (e.g. “Draw a straight line.”).

Student: The student activates communicator to direct partner to draw a picture or design.

EXAMPLE 3

The student uses an adapted tool to draw.



adapted writing tool



finger crayon

Instructor: The instructor broadens the width of a writing tool by wrapping adhesive back, foam weather stripping, foam pipe insulation, masking tape, duct tape, or soft-side hook and loop material.

Optional: provide finger crayons

Student: The student grasps the tool to draw.

EXAMPLE 4

The student draws by tracing or with a guide.



Instructor: The instructor draws a shape or line with a highlighter or dotted lines.
Option: instructor provides craft stick or 2-D shape to trace. Anchor item for stability.

Student: The student follows the lines, tracing with a marker. **Option:** student uses craft stick or shape as a guide.



draw

produce a likeness or representation by making lines on a surface

Students draw illustrations needed or desired for literacy or art projects, signs or posters for events, solving a math problem, or doodling.
Other actions: doodle, design

EXAMPLE 5

The student copies simple drawings from a book.



Instructor: The instructor consults with occupational therapist to design a book of simple figure drawings for a student to copy.

Student: The student copies figures from design book to draw.

EXAMPLE 6

The student draws with a variety of stamping tools and/or stencils.



large stamp



watercolor dauber

Instructor: The instructor collects a variety of stamping tools (stamps, watercolor daubers, adapted sponges, etc.) and stencils. Anchor the stencil on paper for stability.

Student: The student uses stamping tools to create pictures and shapes and/or stamps paper under a stencil to produce its likeness.

EXAMPLE 7

The student uses a mobile toy adapted with markers to draw.



mobile toy



Jelly Beamer™
wireless switch and
receiver

Instructor: The instructor secures markers at four corners of mobile robot or battery-operated vehicle. Line tray with paper and secure. Fasten stencil on top of paper. Attach switch latch and timer receiver and wireless switch to toy and place toy on paper.

Student: The student activates the switch for the toy to glide over the paper and color the exposed space of the paper under the stencil. Remove stencil to reveal the colored shape or figure. Option: student draws free-hand without the stencil.

EXAMPLE 8

The student draws by crayon rubbing.



adapted writing
tool



finger crayon

Instructor: The instructor places paper over a texture or shape stencil. The instructor broadens the width of a writing tool by wrapping adhesive back, foam weather stripping, foam pipe insulation, masking tape, duct tape, or soft-side hook and loop material. Optional: provide finger crayons or unwrap large crayon and secure in a glove or mitten with hook and loop material.

Student: The student rubs the crayon over the paper to show the texture or shape appears on the paper.

erase

to remove or eradicate

The student erases to de-select an item that does not belong in a set or to participate in a math game.

EXAMPLE 1

The student erases with an adapted board eraser.



Instructor: The instructor constructs a loop from hook and loop material on board eraser. Option: student wears glove with soft-side hook and loop material. Fasten to rough-side attached to eraser.

Student: The student places hand inside loop and grasps eraser to erase board. Option: student wears glove attached to eraser, and erases.

EXAMPLE 2

The student erases whiteboard, chalkboard, shaving cream, or gel board with a glove, mitten, hand, or arm.



Instructor: The instructor assists student in placing glove or mitten on hand for erasing. The instructor shows student how to use sweeping motion with arm/back of hand (with/without glove/mitten) to erase. Option: a sock specifically for erasing can be placed on foot or an object for erasing.

Student: The student puts on glove or mitten and wipes board to erase. The student uses back of hand, (with or without glove/mitten) to erase gel board. Option: student erases with a sock placed on foot or other object.

EXAMPLE 3

The student erases within set borders.



Instructor: The instructor fastens craft stick borders for a guide for erasing. Fasten borders on right, left, and top of area to be erased. Option: instructor fastens multiple craft sticks on top of each other to make them higher.

Student: The student slides eraser from the bottom. The student erases within set of borders.

EXAMPLE 4

The student stamps to cross-out or cross-off.



Instructor: The instructor provides rubber stamp (use X or /).

Student: The student stamps to cross-off or cross-out a number, word, or pic-symbol.



explore

explore items or pictures

*The student can explore objects, pictures, counters, textures, and tools.
Other actions: touch, try*

EXAMPLE 1

The student explores pictures on a slant board.



counting window



Instructor: The instructor anchors slant board (3-ring binder) to lap tray or table. The instructor anchors a large picture or open book to slantboard. The instructor provides a large sheet magnifier or counting window. To make counting window, cut a hole in colored paper and laminate for durability.

Student: The student slides magnifier or counting window over picture to explore.

EXAMPLE 2

The student explores color with paint.



jumbo zipper bag



Instructor: The instructor places paper inside jumbo-size heavy duty zipper bag. The instructor drops approximately 1-2 T. each of two kinds of paint in bag, zip, and seals with duct tape. The instructor anchors the bag to lap tray or tabletop. Options: anchor to a slant board

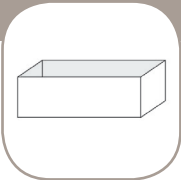
Student: The student moves paint around from the outside of the bag.

EXAMPLE 3

The student explores a variety of textures.



bumpy ball



container

Instructor: The instructor anchors a variety of textures on tabletop or lap-tray, e.g. carpet squares, cloth, bumpy balls, shapes, etc. Option 1: instructor places wet or small textured items in a jumbo-size heavy duty zipper bag, zips, and seals with duct tape, e.g. try gelatin, cooked pasta, large hard pasta shapes, play dough, wet sand, rice, cooked rice, pudding, etc. Option 2: place texture in a large plastic container, anchored to lap tray or table. Option 3: anchor textures, bag, or container to a slant board

Student: The student explores textures on table, from the outside of a bag, or within a container.

EXAMPLE 4

The student explores a single item secured to slant board, table, or lap tray.



Instructor: The instructor secures item to a 3-ring binder or slant board, table or lap tray. For students with tactile defensiveness, place item in plastic zipper bag, then secure bag to surface. Option: place smaller items between two layers of clear mailing tape and secure.

Student: The student with limited motor control touches and explores the item without the item moving out of reach. A student with tactile defensiveness can become accustomed to the feel of the bag yet experience the size, weight, and shape of the object inside the bag.

fasten

to secure or attach

The student uses glue, paste, tape, or glue stick to fasten pictures to represent ideas, words, phrases, sentences, numbers, or equations, or to complete art work.

Other actions: glue, tape, paste, attach

EXAMPLE 1

The student uses a glue stick.



Instructor: The instructor broadens width of glue stick by wrapping foam weather stripping, foam pipe insulation, duct or masking tape or soft-side hook and loop material. Use counting window or craft stick border for gluing area. To make counting window, cut a hole in colored paper and laminate for durability.

Student: The student grasps glue stick to apply glue or apply within a border.

EXAMPLE 2

The student uses a sponge brush and liquid glue.



Instructor: The instructor secures shallow container to work surface, pours liquid glue in container, and provides sponge brush.

Student: The student grasps brush and applies glue.

EXAMPLE 3

The student activates a single message communicator to fasten items with a partner.



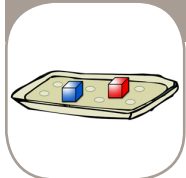
BIGmack®
communicator

Instructor: The instructor records, "Will you please help glue (fasten, tape, etc.)?" on the BIGmack® communicator.

Student: The student activates the BIGmack® communicator one time to ask a peer to help fasten an item.

EXAMPLE 4

The student places item with hook and loop material or tapes in place.



Instructor: The instructor fastens hook and loop material to item and surface or places tape partially on area to be fastened. Assist as needed to secure the remaining amount of tape. Option: place two-sided tape on surface.

Student: The student places item on surface to fasten it or presses the tape down to area to be fastened.



find

to locate or indicate a location

The student locates pictures on a poster or book to count, match, or identify or to demonstrate background knowledge. The student locates a coordinate or place to plot a coordinate on a graph.

Other actions: locate, point to, explore, plot

EXAMPLE 1

The student uses a counting window to reduce distractions and locate a requested item.



Instructor: The instructor provides a counting window for student to locate picture. The instructor may place and move window until student indicates a choice. To make counting window, cut a hole in colored paper and laminate for durability. Option: fasten windows to choices with sticky tac. Errorless learning: place counting windows on all correct choices.

Student: The student places and moves counting window to locate picture. If instructor is moving the window, the student indicates "this one." Option: student chooses from pictures in three windows. Errorless learning: any choice is correct.

EXAMPLE 2

The student uses a picture, model, or duplicate to locate and match an object.



Instructor: The instructor provides a representation (picture, pic-symbol, model or duplicate) of the object student is locating. The instructor may bring examples to the student to match, if needed.

Student: The student uses the representation to search and match to each object found and decide if it is the object in question. If instructor brings the representation to the student, student indicates if the object matches the representation.

EXAMPLE 3

The student uses craft stick borders to locate number, picture, name, or word on a chart.



Instructor: The instructor fastens craft stick borders on either side of row or column on a chart. The instructor indicates the column or row location as needed. Errorless learning: fasten two-sided tape below target on chart when using cube.

Student: The student follows the bordered path to location of number. Errorless learning: student pushes cube to desired location. The cube sticks to two-sided tape placed.

NOTES:



flip

to turn upside down or right side up.

A student flips cards in a game or matching activity

EXAMPLE 1



The student chooses which card to flip or draw from a choice of three.

Instructor: The instructor places three card choices on table or in pocket chart and says “Show the card.”

Student: The student chooses the card by eye gaze, touch, pointing, taking card, or verbal selection.

EXAMPLE 2



The student flips a card or paper placed in page protector in a binder.

Instructor: The instructor places card or paper in page protector secured in a binder. The instructor attaches loop material tab to page protector for pulling page over to flip card or paper. Optional: fasten hook material to glove for easier grip. Assist student as needed in putting on the glove. Fasten binder to table or lap tray surface with hook and loop material to stabilize it.

Student: The student pulls the page protector to flip the card or paper.

EXAMPLE 3



**BIGmack®
communicator**

The student activates a single message communicator to ask a peer to flip or draw a card or paper.

Instructor: The instructor records and attaches matching picture symbol to BIGmack®, “Flip a card!”

Student: The student activates BIGmack® to direct a peer to flip the card. Peer flips card and shows student.

EXAMPLE 4



TalkTrac™

The student activates a multiple message communicator to ask a partner to flip paper or draw a card.

Instructor: The instructor records one or more messages and attaches matching pic-symbols to TalkTrac™: “Flip a card!” “Draw a card.” “Show me.” “That one.” “Put it down.” “Discard.”

Student: The student activates communicator to direct a peer when playing a game.



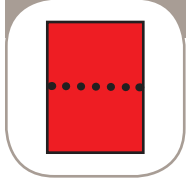
fold

to press a crease into paper or other object

The student folds shapes to prove symmetry, make a card, or complete an art project.

EXAMPLE 1

The student flips one side of paper or clothing to start fold.



Instructor: The instructor secures one half of the paper to surface and lightly creases paper in direction of fold. The instructor assists student in finishing the fold as needed. For clothing, the instructor flattens clothing item and secures one side with a clip hanger secured with hook and loop material or tape to table surface. Tip: If student has difficulty crossing midline, place on right or left of midline; consult with occupational therapist.

Student: The student grasps the paper and moves it over in the direction of a fold. The student presses to finish the fold.

EXAMPLE 2

The student presses fold line.



Instructor: The instructor begins the fold by beginning to press the fold line. The instructor provides a ruler, rolling pin, or dowel to press the line. The instructor assists student as needed to press the fold line.

Student: The student grasps ruler to press fold or rolls rolling pin or dowel along the line of the fold.

EXAMPLE 3

The student asks a partner to fold with a single message communicator.



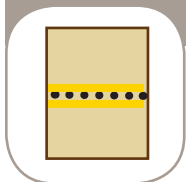
BIGmack®
communicator

Instructor: The instructor records "Fold, please." or similar on BIGmack® and fastens matching pic-symbol.

Student: The student activates BIGmack® when folding is required.

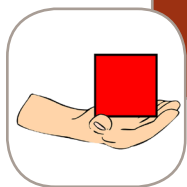
EXAMPLE 4

The student presses highlighted line or along guide to fold.



Instructor: The instructor highlights a fold line with a bright or dark color for student to fold. Option: instructor fastens craft sticks or ruler parallel to and slightly to side (1/16") of fold line as a guide.

Student: The student folds on highlighted line, or along guide to fold.

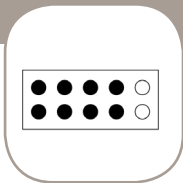


hold

to keep an item with hands or other body parts

The student holds items to explore them; also may need to hold cards for a game or hold up a requested item.

EXAMPLE 1



The student uses a tool with a handle to hold an item or number of fingers.

Instructor: The instructor attaches item(s) to plastic hanger or plastic surface with handle holes (such as lightweight cutting board). Option: for holding up fingers, fasten 10-frame card or picture of hand with correct amount.

Student: The student holds the item attached to tool or object with handle.

EXAMPLE 2



The student holds item, loop, or handle secured to a glove or mitten.

Instructor: The instructor fastens soft-side hook and loop material to the palm of a glove or mitten and hard-side to object. Secure object. Option: wrap soft-side self-adhesive hook and loop material around base of mitten, then fold a 12" hard-side strip back on itself to make 6" strip and fasten both ends to palm of mitten to make a loop. Open one end of loop to insert an object handle. Re-fasten to mitten.

Student: The student puts glove on (or mitten) and holds item.

EXAMPLE 3



The student holds items placed in plastic zipper bag or secured with clear, heavy tape.

Instructor: The instructor places item(s) in plastic bag, fastening to cardboard backing if needed to make it visible. The instructor secures the bag to a slanted surface if needed. Option: place smaller items between two layers of clear mailing tape and secure.

Student: The student holds or touches plastic bag with item or item between layers of clear tape.

EXAMPLE 4



The student holds cards for a game in a photo album.

Instructor: The instructor places student's hand of cards in photo album sleeves inside a 3-ring binder or album with spaces between.

Student: The student closes cover of album or binder to hide cards from the other players. The student can choose a card to place by eye gaze, touch, pointing, or verbal request.



identify

establish name or label

Students identify letters or words to learn letter names and sounds or vocabulary in any subject.

EXAMPLE 1



BIGmack®
communicator



Talking Brix™

The student activates a single message communicator to identify an item or person.

Instructor: The instructor records the name of an object, word, letter, letter sound, person, etc. student is asked to identify. Fasten matching pic-symbol or word as appropriate to the task. Show the item to identify. Option: record name on one Talking Brix™ and place near item. Repeat for other items in the room.

Student: The student activates BIGmack® communicator to say the name, e.g. "This is the letter C." Option: when asked to identify an item, student activates the Talking Brix™ nearest to it.

EXAMPLE 2



iTalk2™
communicator



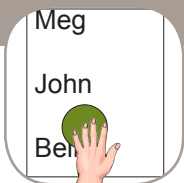
SuperTalker™

The student activates a multiple message communicator to identify.

Instructor: The instructor records the names of items, words, letters, letter sound, or people the student is asked to identify. Fasten matching pic-symbol.

Student: The student activates the communicator to identify item, letter, word, or person.

EXAMPLE 3



The student chooses from three names, pic-symbols, words, or letters given verbally to identify.

Instructor: The instructor shows three choices (two correct, one foil) of names, words, or letters in pocket chart and says "show ___" for student to identify from choices. Option: gives students a list of familiar names and words to choose by pointing or sliding a flat shape onto it. Option: records "That's the one I want!" on BIGmack and gives to student. The instructor points to each until student indicates the desired choice.

Student: The student eye gazes, points, touches, verbally selects, or slides shape over it to identify.

EXAMPLE 4



The student places a letter or pic-symbol to identify an initial letter or word.

Instructor: The instructor fastens each number, letter, or pic-symbol to a block and places three choices near a word (to read or identify initial letter). The instructor points and says "identify the word" or "choose the first letter of the word."

Student: The student places a number, letter, or pic-symbol block next to a word or number word to identify it or places a letter to identify initial letter of word.



listen

to hear talking and understand what was said

Students attend to task, listen to the instructor, and remain engaged and focused.

EXAMPLE 1

The student sits close to instructor.



Instructor: The instructor arranges room so students can see materials up close. Pass around materials when appropriate. Option: instructor asks students to hold an item, pass out items, answer a question, give an opinion, or point to requested items to keep them engaged.

Student: The student sits near the instructor and materials. The student participates as asked by the instructor to remain on task and engaged.

EXAMPLE 2

The student holds an object related to lesson and uses it to contribute to discussion.



Instructor: The instructor provides a related object (or duplicate book) for student to hold to assist in remaining seated and on-task. The instructor acknowledges and interprets student's interaction with object during lesson or discussion as a contribution.

Student: The student holds object (or duplicate book) related to lesson to stay put. Student shows, touches, points, or eye gazes to object (or book) during lesson to communicate.

EXAMPLE 3

The student restates or indicates an object or pic-symbol to reflect what was said.



QuickTalker®
communicator



Instructor: The instructor records lesson-related facts and comments on QuickTalker®. The instructor asks student to restate what was said, using QuickTalker® communicator, pic-symbols, and/or objects. Attempts to communicate (purposeful or otherwise) are acknowledged and interpreted as needed by the instructor.

Student: The student restates what the instructor has said by activating QuickTalker®, or by touching, eye gazing to, pointing to, or verbally selecting objects and/or pic-symbols.

EXAMPLE 4

The student redirects attention to the discussion or demonstration.



Step-by-Step™
communicator

Instructor: The instructor brings the student into the lesson by asking student to volunteer to help or to direct other students verbally or by using a communication device. The instructor focuses on student's interest area by using related objects, their name, or a favorite as an example in the discussion. Record directions on Step-by-Step™ communicator.

Student: The student refocuses on lesson by taking on a leadership role giving directions with a Step-by-Step™ communicator and/or by helping the instructor. Student shows more interest in lesson when interest area is temporarily brought into the lesson.



look

direct one's attention visually

Students often require a means to see up close and/or a way to determine what the teacher wants them to see.

EXAMPLE 1



BIGmack®
communicator

The student activates BIGmack® communicator to ask for a closer look.

Instructor: The instructor records "Can I see?" on the BIGmack® communicator.

Student: The student activates the BIGmack® communicator to ask for a closer look when the picture or object is not visible or is too far away.

EXAMPLE 2



Jelly Beamer™
wireless switch

The student turns on a light to see an item more clearly.

Instructor: The instructor connects a flashlight with a Battery Device Adapter (BDA) and switch. The instructor holds or fastens the flashlight so it shines on the featured book or item.

Student: The student activates the switch to turn on the light to see it or to call attention to a picture or object.

EXAMPLE 3



The student looks at item secured nearby.

Instructor: The instructor secures item to slant board, lap tray, or table. For items that are small or difficult to manipulate, instructor fastens them to a hard backing or between layers of clear mailing tape and/or places in plastic zipper bag. Option: use 3-ring binder as slant board.

Student: The student holds and looks at item secured or in bag.
Option: some students may also feel an object as a way of looking at it.

EXAMPLE 4



counting window

The student uses a counting window to focus attention on a picture in a book or on a poster.

Instructor: The instructor places a counting window over a picture in a book or on a poster to indicate the area of focus and to remove surrounding visual distractions. To make counting window, cut a hole in colored paper and laminate for durability. Option: fasten windows to multiple locations with sticky tac.

Student: The student looks at picture(s) in center of counting window.



match

identify identical items or attribute

Students match identical items, letters, words, letter sounds, or an attribute such as color, shape, size, pattern, or design.

EXAMPLE 1

The student matches objects, attributes, letters, words, or pic-symbols from three choices.



Instructor: The instructor places three choices of objects, letters, words, or pic-symbols in pocket chart. The instructor holds the item to match next to each choice. **Option:** record letter sounds on Talking Brix and place in pocket chart. Record one of the letter sounds on BIGmack communicator.

Student: The student looks at item to match, then touches, points, eye gazes, or verbally selects choice. **Option:** student activates each device to choose matching sounds by eye gaze, touch, point, or verbal selection.

EXAMPLE 2

The student activates a single message communicator to match.



LITTLEmack®
communicator



BIGmack®
communicator

Instructor: The instructor records on the LITTLEmack® or BIGmack® communicator, “It’s the same!” or “That matches.” The instructor shows item to match then slowly shows three choices. **Option:** display three letter choices and record letter sound on BIGmack communicator.

Student: The student activates the communicator to indicate a match. **Option:** student activates BIGmack to hear letter sound and chooses letter on display to match by eye gaze, touch, point, or verbal selection.

EXAMPLE 3

The student activates the iTalk2™ communicator to match items.



iTalk2™
communicator



Instructor: The instructor fastens “match” and “no match” picture symbols on each button of the iTalk2™ communicator and records “It’s a match!” and “No match” to corresponding buttons. The instructor shows two items and asks “Do they match?”

Student: The student activates iTalk2™ communicator to say “It’s a match” or “No match.”

EXAMPLE 4

The student activates the All-Turn-It® spinner to match items.



All-Turn-It®
spinner

Optional Access:



Jelly Bean®,
Specs® or
Big Red®
switch



LITTLE
Step-by-Step™
communicator



Jelly Beamer™
wireless
switch

Instructor: The instructor places picture symbols, cards, or objects randomly on large overlay of All-Turn-It® spinner. The instructor shows one item and asks student to find the match. **Errorless learning:** instructor places all matches on the spinner.

Student: The student spins randomly to select and indicates if it matches the card shown by the instructor.



match

identify identical items or attribute

Students match identical items, letters, words, letter sounds, or an attribute such as color, shape, size, pattern, or design.

EXAMPLE 5

The student chooses a letter then activates communicators until matching letter sound or name is found.



Talking Brix™



LITTLEmack®
communicator

Instructor: The instructor displays desired number of letters. The instructor records a letter sound or name on each communicator using multiple communicators. Options: fasten letters to blocks for ease of handling. Record one sound on one communicator. Provide an assortment of letters.

Student: The student chooses a letter and activates each communicator until matching sound or name is found. Option: student activates communicator for letter sound or name, then finds the matching letter.

EXAMPLE 6

The student activates a single message communicator to listen to a sound, activates the All-Turn-It® spinner, and decides if letter chosen matches the sound.



LITTLE
Step-by-Step™
communicator



All-Turn-It®
spinner

Instructor: The instructor records a letter sound on each step of Step-by-Step communicator and writes or fastens the same letters on overlay of All-Turn-It® spinner. Option: record letter names instead of sounds. Provide a way for students to indicate “match” or “no match,” e.g. pic-symbol choices or iTalk2™ communicator with “It’s a match.” and “No match” recorded with matching pic-symbol labels.

Student: The student activates the Step-by-Step™ communicator and the spinner. The student indicates if the sound and letter match.

EXAMPLE 7

The student activates Talking Brix™ to listen to a sound then activates other Talking Brix™ until matching sound is found.



Talking Brix™

Instructor: The instructor records a letter sound on each Talking Brix™, then records matching letter sounds on a second set of Talking Brix™.

Student: The student activates a Talking Brix™ for a letter sound, then activates other Talking Brix until matching letter sound is found.

EXAMPLE 8

The student activates All-Turn-It® spinner to choose a letter or word, finds match on Talking Brix™ and says the letter or reads the word to check.



Talking Brix™



All-Turn-It®
spinner

Instructor: The instructor chooses words or letters and fastens them to All-Turn-It® spinner. Instructor records a letter or word on each Talking Brix™ and fastens the letter or word on top.

Student: The student activates the All-Turn-It® spinner to choose a letter or word then locates the match on a Talking Brix™. Students says the letter or reads the word with the Talking Brix™ to check.



measure

to apply a standard unit of measurement for comparison

Measurement is a real-life application of the ordered number system, useful for cooking, building, grocery shopping and making comparisons.

EXAMPLE 1

The student measures liquid in a measuring cup.



BIGmack®
communicator

Instructor: The instructor fastens tape around a liquid measuring cup to indicate the correct amount and shows the top edge of the tape as the correct amount. The instructor or a peer pour the liquid into the measuring cup until student says “stop” when it reaches the top edge of the tape. Option: The instructor records “stop” on BIGmack.

Student: The student watches the top line of the tape fastened to the measuring cup and says “stop” when it reaches the top edge of the tape. Option: The student activates BIGmack to say, “stop.”

EXAMPLE 2

The student weighs a set of items to a requested amount.



LITTLEmack®
communicator



Instructor: The instructor records end weight on LITTLEmack® and marks end weight on scale. The instructor places item on scale. The instructor points to dial end point, shows three pic-symbol choices using more, less, and/or same in pocket chart, and asks student to choose.

Student: The student looks at dial and chooses by eye gaze, touch, pointing, or verbal selection if more or less items are needed to reach requested amount, or if scale amount is same as requested amount. When student chooses “same,” he/she activates LITTLEmack® to say total pounds.

EXAMPLE 3

The student weighs an object and reports the exact weight.



Instructor: The instructor provides objects(s) on a scale. The instructor writes three choices of weight (two correct, one foil) on sticky notes and displays them for the student.

Student: The student looks at amount on scale and matches to one of the choices by eye gaze, touch, pointing, or verbal selection.

EXAMPLE 4

The student measures and levels dry ingredients in a recipe.



Instructor: The instructor provides square container lid and secures cup or spoon to table. Option: instructor scoops or pours amount and asks student to check amount. The instructor provides three choices (two correct, one foil) using more, less, and same pic-symbol.

Student: The student grasps square lid and scrapes across the surface so that it is level. Option: student chooses from choice of three pic-symbols to describe amount measured as needing more, less or keep the same amount in the measuring cup or spoon.



measure

to apply a standard unit of measurement for comparison

Measurement is a real-life application of the ordered number system, useful for cooking, building, grocery shopping and making comparisons.

EXAMPLE 5

The student measures a shape side, ribbon or object with ruler.



ruler and guide

Instructor: The instructor fastens ruler to tray and craft stick at 0 (perpendicular to ruler) for guide; fastens one end of item at guide and hook and loop material to other end of item and end point above ruler. The instructor places three choices (two correct, one foil) in pocket chart. Adjust choices based on individual needs and abilities. For errorless learning, place three correct answers for choices. Option: use two-sided tape.

Student: The student locates and secures end point with finger or fastens with hook and loop material or tape. The student chooses the amount in inches or centimeters from three choices. Errorless learning: Any choice is correct.

EXAMPLE 6

The student measures a line or straight edge.



Instructor: The instructor fastens ruler to wall, table, or white board and craft stick at 0 (perpendicular to ruler) for guide; places line or straight edge at guide and shows student. The instructor places three choices in pocket chart.

Student: The student locates the end point and chooses the amount in inches or feet from three choices.

NOTES:



mix

to combine or blend

Mixing ingredients for cooking, art and science experiments provide unlimited learning opportunities.

EXAMPLE 1



PowerLink@4

Optional Access:



Jelly Bean,[®]
Specs[®] or
Big Red[®]
switch



Jelly Beamer[™]
wireless
switch

The student activates an electric mixer or blender with a PowerLink[®]4 control unit and a switch to mix.

Instructor: The instructor connects mixer and switch to PowerLink[®]4 control unit. The instructor assigns a partner to hold the mixer (or sets up blender) for the student, or secures the mixer so it remains in place while the student is mixing.

Student: The student activates the switch to turn on the mixer or blender.

EXAMPLE 2



LITTLE
Step-by-Step[™]
communicator



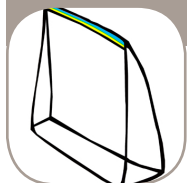
Talking Brix[™]

The student activates a single message communicator to mix with a partner.

Instructor: The instructor records a sequence of directions for mixing on the Step-by-Step[™] communicator, one direction per step, e.g. "Let's mix it." "Put the eggs in the bowl." "Pour the milk." etc. Option: record one direction per Talking Brix[™] and connect in order, left to right. Place matching pic-symbols per direction on each Talking Brix[™].

Student: The student activates the Step-by-Step[™] communicator multiple times to give mixing directions to a partner, waiting for step completion between each direction. Option: student activates Talking Brix[™] in order, waiting for partner to complete the step before the next step.

EXAMPLE 3



plastic zipper bag

The student shakes or squeezes plastic zipper bag to mix or crush ingredients.

Instructor: The instructor provides a gallon size, heavy duty plastic zipper bag. Once ingredients are inside the bag, the instructor zips it shut and reinforces the closing with heavy tape.

Note: dry or wet ingredients may be mixed this way. Crush by placing heavy object on top.

Student: The student shakes, drops, and/or squeezes the bag to mix.

EXAMPLE 4



container

The student shakes a closed container to mix.

Instructor: The instructor provides a plastic jar or container that can be sealed tightly. Once ingredients are inside, the instructor seals container and reinforces with duct tape. Note: dry or wet ingredients may be mixed this way.

Student: The student shakes and/or drops the container to mix.



move

to cause a change in location

Students learn by doing, and are often directed to move objects to sort, count, play a game, and solve problems.

EXAMPLE 1



Step-by-Step™
communicator

The student states where to move an object with step directions.

Instructor: The instructor records directions for moving a game pawn or picture to a specific location one step at a time, e.g. "Please move my pawn 4 spaces." "One." "Two." "Three." "Four." or "Please pick up the cat picture." "Move it to the next page." etc.

Student: The student activates the Step-by-Step communicator to give step directions in moving a game pawn or picture from page to page in a book.

EXAMPLE 2



table with
container



cup for scoop

The student scoops, digs, and dumps sand and dirt with tools.

Instructor: The instructor places a plastic container below edge of table and gives student plastic cup with one handle. The instructor dumps sand or dirt on table. The instructor fastens hook and loop material on glove and cup handle to assist with grasp as needed. Option: instructor places dirt in plastic zipper bag.

Student: The student grasps handle and scrapes cup along the tray to scoop or dig sand or dirt. Option: student grasps bottom of bag and pulls to dump the sand or dirt.

EXAMPLE 3



The student sweeps items to a container or between borders.

Instructor: The instructor places items on table and a container beneath edge of table/ lap tray, or tips container sideways with opening facing student. The instructor labels containers as needed.

Option 1: The instructor provides underhand support to assist. Option 2: Fastens craft stick borders for item placement; set item or bag of items at the border opening.

Student: The student sweeps or slides item(s) to container. Option 1: student follows arm movements Option 2: student slides item or bag of items between the borders.

EXAMPLE 4



QuickTalker®
communicator



SuperTalker™
communicator

The student asks a partner to move selected items.

Instructor: The instructor records choices of objects or sets to be moved and/or location on QuickTalker® or SuperTalker™ and places matching pic-symbols on device. Option: record a single request on BIGmack® or Step-by-Step,™ e.g. "Move to the next space."

Student: The student activates communication device to ask peer to move specific items to a location.



open

to remove or break the seal of a container to get to the contents

Students open a milk carton, box of pudding mix, or a bag.

EXAMPLE 1



Step-by-Step™
communicator



Talking Brix™

The student uses a Step-by-Step communicator or Talking Brix to ask a peer to open a package, box, or bag.

Instructor: The instructor records “Please open the ____ (container).” on Step-by-Step.™ or Talking Brix, or asks a peer to record the request. The instructor places the communicator near the student and fastens a matching pic-symbol or places the container next to it.

Student: The student activates Step-by-Step™ or Talking Brix to ask a peer to open the container.

EXAMPLE 2



milk carton



paper bag

The student partially pulls open a box, bag, or carton.

Instructor: The instructor partially opens a milk carton, pudding box, or paper bag and anchors it with hook-and-loop material, sticky tac, or heavy tape near the student.

Student: The student grasps a loose tab or places finger in a partial opening to pull it open.

EXAMPLE 3



MathLine

The student pulls open a box or carton with a peer.

Instructor: The instructor places a container on the table and assigns student pairs to open it.

Student: The student opens the container while a peer holds it or the student holds the container while a peer opens it.

NOTES:

- 1.
- 2.
- 3.
- 4.
- 5.

order

place letters or numbers in a sequence in correct order.

Students order letters or numbers in a sequence, including page numbers.

EXAMPLE 1

The student orders letters or numbers by activating iTalk2™ communicator.



iTalk2™
communicator

Instructor: The instructor records “That’s the letter (number)” and “Try another letter (number)” on iTalk2™ communicator and fasten matching pic-symbols. The instructor places three letters (numbers) in pocket chart (two correct, one foil). Adjust choices based on individual needs and abilities. The instructor points to space for next letter (number) and asks “Which goes here?” The instructor points to each until student indicates a choice. Errorless learning: all three choices are correct.

Student: The student chooses the next letter or number. The student activates iTalk2™ to say “That’s the letter (number).” and “Try another letter (number)” to choose. Errorless learning: any choice is correct.

EXAMPLE 2

The student orders letters, numbers, or pages with a Step-by-Step™ communicator.



Step-by-Step™
communicator

Instructor: The instructor records each letter or number in sequence on the Step-by-Step™ (one per step). The instructor places/writes each letter, number, or page the student says in order. The student, then, hears and sees the sequence as it is stated and created.

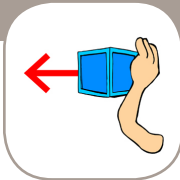
Student: The student activates the Step-by-Step™ to order letters, numbers, or pages, waiting for the instructor to place each.

EXAMPLE 3

The student says letter or number and sweeps to select it to spell, or to order numbers or pages.



Step-by-Step™
communicator



Instructor: The instructor records each letter or number in order on the Step-by-Step™. The instructor fastens each to a block. The instructor waits for student to say the next letter or number and places matching letter or number on tray for student to sweep or touch. The instructor picks up the block the student swept and places the letter, number, or page on the table in the correct order.

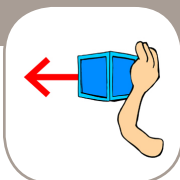
Student: The student activates the Step-by-Step™ to say the next letter or number. The student sweeps the block with the correct letter or number to the side of the tray and waits for the instructor to place it.

EXAMPLE 4

The student selects and moves letters or numbers to place in order.



letters on blocks



Instructor: The instructor places a strip of hard-side hook and loop material in a horizontal line at top of table or tray. The instructor fastens letters or numbers for ordering on blocks and places beneath line of hook and loop strip.

Student: The student chooses the first desired letter or number and moves it to the left side of the hook and loop material to stick into place. The student repeats with the next letter or number in order to place in sequence.



paint

apply color to paper or cloth with paint

Students paint to be creative making works of art, cards, holiday decorations, illustrations for a book, bulletin board designs, or posters.

EXAMPLE 1

The student activates the Paint 'N' Swirl™ to paint.



Paint 'N' Swirl™

Optional Access:



Jelly Bean,®
Specs® or
Big Red®
switch



Jelly Beamer™
wireless
switch

Instructor: The instructor connects a Battery Device Adapter (BDA) and switch to Paint 'N' Swirl.™ The instructor secures paper or cloth on the Paint 'N' Swirl.™ The instructor shows three choices of paint. The instructor squeezes drops of paint on paper as it spins.

Student: The student selects paint color(s). The student activates the switch to spin the Paint 'N' Swirl.™

EXAMPLE 2

The student uses an adapted paint tool to paint.



adapted paintbrush



commercially made
adapted paint
brush

Instructor: The instructor broadens the width of a paint brush handle by wrapping foam weather stripping or pipe insulation, soft-side hook and loop material, or duct or masking tape. Option: locate appropriate commercially made paint brush.

Student: The student grasps handle and paints.

EXAMPLE 3

The student uses alternative painting tools



Instructor: The instructor provides variety of painting tools: easy grip sponge shapes, small paint rollers and shallow paint trays, sponge brushes, spray bottles filled with washable watercolors, or color Bingo daubers.

Student: The student grasps the painting tool and uses it to apply paint to the project.

EXAMPLE 4

The student wears vinyl gloves to paint.



Instructor: The instructor provides vinyl glove(s) for student to hold brush or spread paint. Option: put paper and paint in bag and push air out. Close the bag and seal with tape.

Student: The student wears glove and spreads paint onto paper.
Option: student spreads one or more colors by pressing and moving the paint through the bag.



pat

Use hands or tools to smooth down a surface or crush ingredients

Students pat play dough or wet sand to make the surface flat and smooth or pat ingredients to crush them for a recipe.

EXAMPLE 1

The student presses and slides a plastic lid on the surface.



Instructor: The instructor provides a plastic lid for the student to use on play dough or ingredients.

Option: fasten hard-side hook and loop material inside a glove or mitten and loop-side to the lid to assist holding the lid.

Student: The student presses and slides the lid on top of sand or play dough to smooth it or to crush ingredients placed in plastic zipper bag.

EXAMPLE 2

The student pats surface covered with plastic wrap.

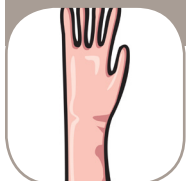


Instructor: The instructor places plastic wrap on play dough, sand surface, or ingredients for students who have tactile defensiveness.

Student: The student pats and smooths or crushes the surface through the plastic wrap provided.

EXAMPLE 3

The student wears gloves to pat or smooth the surface or crush ingredients.



Instructor: The instructor provides gardening or vinyl glove and assists student in putting glove on as needed. A plastic zipper bag is provided for crushing ingredients in a recipe.

Student: The student puts on a glove and pats the surface to smooth it or crush ingredients placed in plastic zipper bag.

EXAMPLE 4

The student activates a single message communicator to pat or crush surface with a partner.



Step-by-Step™
communicator



Talking Brix™

Instructor: The instructor records a sequence of directions for patting play dough on Step-by-Step™ communicator, one direction per step, e.g. "Let's make it smooth." "Put the play dough on the table." "Squish it flat." "Crush it." etc.

Option: record one direction per Talking Brix™ and connect in order, left to right. Place matching pic-symbols per direction on each Talking Brix.™

Student: The student activates the Step-by-Step™ communicator multiple times to give directions to a partner. **Option:** student activates Talking Brix one at a time in order, waiting for partner to complete the step before activating the next.

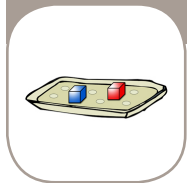


place

put object or card in designated spot

Student completes tasks by placing objects or picture symbols.

EXAMPLE 1

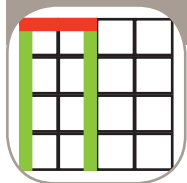


The student moves item(s) to hook and loop material to fasten in place.

Instructor: The instructor fastens soft-side hook and loop material under object and hard-side to designated locations on surface.

Student: The student moves each item to hook and loop material to stay in place.

EXAMPLE 2



The student places by moving item through two raised borders to desired location.

Instructor: The instructor fastens craft sticks to vertical lines and horizontal line at the top of each column, or fastens vertical paths on table to each row. Provide objects or pic-symbols. Option: fasten two-sided tape on correct location to place object.

Student: The student moves item from bottom of column between the borders or left to right in a row to desired location. Option: when student moves item to desired location, item sticks to the two-sided tape.

EXAMPLE 3



The student moves and places item in a container.

Instructor: The instructor fastens container at end of table or lap tray below edge. The instructor places object in student's hand or near hand. Guides or supports arm or hand from underneath to desired location as needed.

Student: The student sweeps item to edge of table, dropping it into the secured container.

EXAMPLE 4



BIGmack®
communicator



SuperTalker™

The student chooses an item then asks a partner to place it.

Instructor: The instructor records directions for placing item to location on BIGmack® communicator, e.g. "Please put this on the table." The instructor shows three item choices.

Option: record multiple object name(s) and/or locations on SuperTalker™ to give student more choices of items and locations.

Student: The student makes a choice and activates BIGmack® to ask partner to place the item and where to place it.



play

manipulate and move items of interest for fun

Students need time for fun, relaxation, and recreation and to play games for learning.

EXAMPLE 1

The student plays a game with peers.



Switch Latch and
Timer



Jelly Beamer™
and receiver

Instructor: The instructor adapts a battery operated game with a switch, a battery adapter, and Switch Latch and Timer. Note: a game that spins works best with a wireless switch.

Student: The student makes the game move by activating the switch. Each player takes turns. The student asks partner to help with turn as needed.

EXAMPLE 2

The student plays a song with a BIGmack® communicator.



BIGmack®
communicator

Instructor: The instructor records a theme-related song on a BIGmack® communicator. The music may be a commercially pre-recorded song or sung by peers.

Student: The student activates the BIGmack® to play the music.

EXAMPLE 3

The student activates a battery-operated toy with a switch.



JellyBeamer™
wireless switch

Instructor: The instructor attaches a switch and Switch Latch and Timer to a battery operated toy. The instructor chooses latch mode or timer.

Student: The student activates the switch to turn on the toy. When the toy stops, the student reactivates the switch.

EXAMPLE 4

The student plays Bingo with reduced amount of spaces.



Bingo dauber

Instructor: The instructor provides Bingo card, reducing the amount of play space by cutting card down to one, two, three, or four rows. Option: provide Bingo dauber, adapted for grip as needed.

Student: The student plays Bingo with a reduced amount of spaces. Option: uses Bingo dauber in place of chips.



play

manipulate and move items of interest for fun

Students need time for fun, relaxation, and recreation and to play games for learning.

EXAMPLE 5



Product Name

Optional Access:



Jelly Bean,[®]
Specs[®] or
Big Red[®]
switch



Jelly Beamer[™]
wireless
switch

The student activates the All-Turn-It[®] spinner to roll dice or choose item for a game.

Instructor: The instructor places dice overlay on All-Turn-It[®] spinner or uses sticky tac to attach cards or objects.

Student: The student pushes the button or activates a switch to spin and select.

EXAMPLE 6



Product Name



Product Name

The student counts while a partner moves a game pawn.

Instructor: The instructor records numbers from dice in rote order on the SuperTalker[™] or in steps on the Step-by-Step[™] communicator. Note: number of grids displayed on the SuperTalker[™] should be determined by the greatest number to be rolled.

Student: The student activates each SuperTalker location in order to count spaces while partner moves the pawn. When using the Step-by-Step[™] student needs to match pace with partner for 1-1 correspondence.

EXAMPLE 7



The student moves the pawn on adapted game board.

Instructor: The instructor places game board behind window of a 3-ring binder. The instructor fastens 2 pieces of hard-side hook and loop material to window on each game space, and a piece of soft-side to bottom of small blocks or pawns. Option: make several different game boards with spaces configured in same format so games can be changed out easily, maintaining the adaptation on the binder window.

Student: The student moves game pawn by grasping and pushing to or placing on space. The 3-ring binder acts as a slant board so student can view the game board more easily and the hook and loop material prevents pawn from sliding or being bumped off.

NOTES:



point

indicate picture to ask about it, tell about it, or in response to a direction

Students point to a picture in a book when directed to locate it, to ask what it is, or as a response to a question while reading. It is a basic literacy skill of interacting with a story, relating pictures to text.

EXAMPLE 1



The student eye gazes to or touches a picture in a book.

Instructor: The instructor displays a book for student so it is easily accessed, e.g. placed on a slantboard (3-ring binder). The instructor directs student to locate a specific picture on the page.

Student: The student indicates the picture by eye gaze, touching , pointing, or verbally selecting.

EXAMPLE 2



borders



counting window

The student eye gazes to or touches to choose a picture in a book framed by a border.

Instructor: The instructor fastens 1, 2, or 3 craft stick borders or counting windows to pictures in a book and directs student to locate a specific picture. To make counting window, cut a hole in colored paper and laminate for durability.

Student: The student indicates the picture by eye gaze, touching , pointing, or verbally selecting.

EXAMPLE 3



counting window

The student slides a counting window over choice of picture in a book.

Instructor: The instructor provides a laminated counting window and directs student to locate a specific picture on the page. To make counting window, cut a hole in colored paper and laminate for durability.

Student: The student slides the counting window on the page until the desired picture appears in the hole.

EXAMPLE 4



butterfly

The student chooses an object or pic-symbol paired with a picture in a book to indicate choice.

Instructor: The instructor provides pic-symbol or object that corresponds to picture in a book with two other choices (foils).

Student: The student eye gazes, touches, points, or verbally selects the pic-symbol or object that corresponds to the picture in the book.



pour

to move liquid from one container to another

Students assist each other as they pour liquids or pulp when making a recipe.

EXAMPLE 1



Step-by-Step™
communicator



Talking Brix™

The student asks a peer to pour from a container.

Instructor: The instructor records “Please pour ____ (liquid).” on Step-by-Step.™ or Talking Brix, or asks a peer to record the request. The instructor places the communicator near the student and fastens a matching pic-symbol or places the container next to it.

Student: The student activates Step-by-Step™ or Talking Brix to ask a peer to pour.

EXAMPLE 2



The student holds a container while a peer pours into it.

Instructor: The instructor provides an empty container and pitcher or carton with liquid for pouring. The instructor assigns student pairs. Option: additional support can be used by anchoring the empty container with hook-and-loop material or sticky tac.

Student: The student holds the container steady as a peer pours the liquid into it.

EXAMPLE 3



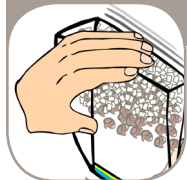
glove with handle

The student helps lift the container or pull up on the handle while a peer pours.

Instructor: The instructor provides an empty container and pitcher or carton with liquid for pouring and assigns student pairs.

Student: The student pushes up on pitcher to assist in pouring. Fasten hook-and-loop material with a detachable loop onto a glove or mitten. Place glove or mitten on student's hand and attach loop around base of pitcher handle. The student lifts base of handle with loop on glove as peer holds the bottom of the pitcher and directs the spout, as needed.

EXAMPLE 4



The student pulls up bottom of a plastic zipper bag to empty the contents.

Instructor: The instructor places pulp or other thick mixture in a plastic zipper bag and places entire opening into a container. Option: attach hook-and-loop material onto bottom of bag and on glove or mitten. Place glove or mitten on student's hand and attach to bottom of bag.

Student: The student pulls up bottom of the bag to empty contents into the container.



predict

make a guess about the events of a story

Students predict what will happen at the end of a sentence, on the next page, or at the end of the story. Often, teachers use prediction to determine a purpose for reading.

EXAMPLE 1



The student chooses from three predictions.

Instructor: The instructor provides three choices of words, pictures, or pic-symbols representing possible predictions from the story. For example, when asked to predict who wins at the end of the race between tortoise and hare, the instructor shows a picture of a hare, a tortoise and a fly.

Student: The student chooses a prediction by eye gaze, touch, point, or verbal selection.

EXAMPLE 2



Talking Brix™

The student finishes a sentence with a word, picture, or pic-symbol to make a prediction.

Instructor: The instructor writes a sentence about a prediction in the story and shows three choices of word, picture, or picture symbol to finish the sentence prediction. For example, the instructor writes “The hare stops to rest and the tortoise _____” with word choices: swims, eats, walks. Option: record choices on Talking Brix with matching pic-symbols or words.

Student: The student chooses a prediction by eye gaze, touch, point, or verbal selection.
Option: student activates Talking Brix to choose a prediction.

EXAMPLE 3



The student uses book illustration to predict what will happen at the end of the sentence or on the next page.

Instructor: The instructor narrows the prediction by asking students to predict what will happen at the end of the sentence. For example, the instructor reads a sentence from the book and stops before the last word or phrase. Students are asked to use the pictures on the page to guess an ending for the sentence. Option: model making a prediction about the next page then ask students to look at the picture(s) on the current and next page to confirm the prediction, if they can. Read to check.

Student: The student chooses a prediction by eye gaze, touch, point, or verbal selection, using the picture(s) on the current page.

EXAMPLE 4



QuickTalker®
communicator

The student listens to three predictions on multiple message communicator and chooses one of them as a prediction.

Instructor: The instructor records “I predict” on one message location and three predictions on three other locations on the QuickTalker. The instructor fastens matching pic-symbols.

Student: The student activates the QuickTalker to listen and think about a choice, then activates to make a prediction.



punch

cut out a shape with a punch

Students can punch a variety of shapes with a partner to make a pattern or design.

EXAMPLE 1

The student presses a craft paper punch to cut out shapes.



craft paper punch

Instructor: The instructor arranges strips of colorful paper on the art table and places the craft paper punch next to the paper.

Student: The student pushes the lever to punch a design for an art project.

EXAMPLE 2

The student presses a long-handled punch with a helper hand cue to cut out shapes.



long-handled punch

Instructor: The instructor arranges strips of colorful paper on the art table and places the long-handled punch next to the paper. The instructor cuts out a hand shape and fastens to the punch on the place the student will press.

Student: The student pushes the hand on the lever to punch a design for an art project.

EXAMPLE 3

The student asks a partner to punch a shape.



BIGmack®
communicator

Instructor: The instructor records "Please punch this shape." on BIGmack®. The instructor shows shape choices in pocket chart.

Student: The student asks a peer to punch out a shape by activating a BIGmack® and chooses the shape from pocket chart.

EXAMPLE 4

The student asks a peer to punch a shape with a multiple message communicator.



SuperTalker™
communicator



QuickTalker®
communicator

Instructor: The instructor records "Please punch a ____." and multiple shape names on communicator. The instructor fastens matching shapes on communicator.

Student: The student asks a peer to punch out a specific shape by activating a SuperTalker™ or QuickTalker®.



raise hand

indicates need or desire to talk, take a turn, or show something

Students can use visual or auditory signals to get the teacher's attention.

EXAMPLE 1



BIGmack®
communicator

The student gives an auditory signal with a BIGmack® communicator.

Instructor: The instructor records a low tone or bell sound in the BIG Mac® communicator.

Student: The student makes the sound with the BIG Mac® to signal the instructor's attention.

EXAMPLE 2



container

The student moves an object into a container to indicate the desire to ask a question or make a comment.

Instructor: The instructor fastens a clear plastic container onto a table or lap tray and provides an object for the student to use as a signal.

Student: The student pushes the object into the container when he/she wishes to get the attention of the teacher or ask a question or make a comment.

EXAMPLE 3



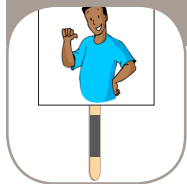
iTalk2™
communicator

The student says "I have a question" or "I have a comment" with an iTalk2™ communicator.

Instructor: The instructor records "I have a question" on one button and "I have a comment" on the other button of the iTalk2™ and fastens corresponding pictures or pic-symbols for each.

Student: The student uses the iTalk2™ to get the instructor's attention to ask a question or make a comment.

EXAMPLE 4



picture with craft
stick attached



glove with hook-
and-loop material

The student holds a flag or other visual with a handle or stick fastened to a glove.

Instructor: The instructor provides a small flag or an alternative picture fastened to a craft stick or handle with hook-and-loop material wrapped around the stick/handle and to a glove or mitten, or the item is placed on table or lap tray.

Student: The student wears the glove with the flag or picture stick/handle attached to it or the item is placed on the table or lap tray. The student waves or moves the flag on the lap tray to indicate raising a hand to answer or comment.



read

Speak aloud printed or written words, equations, or patterns fluently

Students read words, phrases, or sentences in a book, directions, items on a shopping list, numbers and symbols, or signs in the community.

EXAMPLE 1



**LITTLEmack®
communicator**



**BIGmack®
communicator**

The student activates a single message communicator to read a repeated word, phrase, or sentence.

Instructor: The instructor records a repeated word, phrase, or sentence from a story into the LITTLEmack® or BIGmack® communicator and fastens matching book cover picture or pic-symbol. The instructor reads the book, pausing before the repeated portion for the student to read.

Student: The student activates the LITTLEmack® or BIGmack® communicator to read a word, phrase, or sentence when the instructor pauses.

EXAMPLE 2



**LITTLE
Step-by-Step™
communicator**



**BIG
Step-by-Step™
communicator**

The student activates a Step-by-Step™ communicator to read.

Instructor: The instructor records the text from each page of the book (1 page per step) into the Step-by-Step™ communicator.

Student: The student reads the text on each page by activating the Step-by-Step™ communicator one time per page.

EXAMPLE 3



**SuperTalker™
communicator**

The student activates the SuperTalker™ to read a book.

Instructor: The instructor places a book picture or pic-symbol representing each page of a book on the SuperTalker™ overlay. The instructor programs the text from each page into each individual location.

Student: As each page is turned, the student activates the corresponding message to read the book page.

EXAMPLE 4



Talking Brix™

The student activates Talking Brix™ to read captions or labels on a poster.

Instructor: The instructor records one caption or label on each Talking Brix™ and fastens near the caption or label on a poster. Option: fasten picture of each corresponding recorded message on Talking Brix™ and place them near student in order of the pictures on poster.

Student: The student sees the picture on the poster and reads the caption or label by activating the Talking Brix™.



read

Speak aloud printed or written words, equations, or patterns fluently

Students read words, phrases, or sentences in a book, directions, items on a shopping list, numbers and symbols, or signs in the community.

EXAMPLE 5



Bookworm™



JellyBeamer™
wireless switch

The student uses Bookworm™ literacy tool to read.

Instructor: The instructor adapts the book with stickers to match the Bookworm™ touchpad according to directions and records the book text into the Bookworm™ literacy tool. The instructor chooses the appropriate direct select or switch access for the student.

Student: The student reads each page sequentially by pressing the Bookworm™ touchpad square aligned to the sticker on the page or activates a switch.

EXAMPLE 6



Hitch™
switch interface



JellyBeamer™
wireless switch

The student uses slideshow presentation e-book or other e-book and switch to read.

Instructor: The instructor connects and sets up computer, slide presentation e-book, or other e-book, Hitch™ switch interface, and a switch. Set up Hitch™ with computer functions to turn the page of the e-book (e.g. spacebar or enter).

Student: The student turns and reads each page of the e-book with a switch.

EXAMPLE 7



BIGmack®
communicator

The student engages in choral reading with classmates.

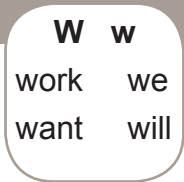
Instructor: The instructor asks classmate(s) to record reading a page into the BIGmack® at typical pace. The instructor moves a finger beneath the text as student reads.

Student: The student activates BIGmack® to choral read a page with classmates.

EXAMPLE 8



Step-by-Step™
communicator



Word Wall Words
sample page

The student reads an individual copy of a word wall word set or book page.

Instructor: The instructor places an enlarged print book page or word wall words from each alphabet letter on a page inserted into a plastic page protector. The pages are then placed into a three-ring binder. The instructor records the text on a Step-by-Step™ communicator and points to each word as student reads. Option: write words on individual index cards to use as choices when asking a student to read a word.

Student: The student activates the Step-by-Step™ communicator to read word wall words or text on a book page. Option: student chooses a word from a display of three by touch, eye-gaze, point, or indicates choice as instructor is pointing to each one.



record

to mark with a letter, word, number, line or symbol to indicate answer

The student can circle, mark, place X's, write a letter, word, or sentence, fill in a blank, place a pic-symbol, or draw a line.

EXAMPLE 1



iTalk2™
communicator

The student activates the iTalk2™ communicator to choose an answer to mark on a worksheet, voting chart, or other paper.

Instructor: The instructor fastens pic-symbols to iTalk2™ communicator and records corresponding messages. **Errorless learning:** The instructor records two correct answers.

Student: The student activates the iTalk2™ communicator to select an answer.

EXAMPLE 2



The student marks the answer using a stamp, marker, crayon, or other writing utensil.

Instructor: The instructor fastens paper to work surface to keep in place. The instructor highlights or places counting window to designate area to mark. To make counting window, cut a hole in colored paper and laminate for durability.

Student: The student chooses the answer, then stamps, circles, or makes an X or dot with rubber stamp or writing utensil.

EXAMPLE 3



pocket chart



The student fastens choice of picture symbol, word(s), or object to designate answer.

Instructor: The instructor places three choices of picture symbols, numbers, words, or objects for the student to choose (two correct, 1 foil). Adjust choices based on individual needs and abilities. Fasten tape at top of each choice, sticking open side to pocket chart or other display surface. **Errorless learning:** The instructor provides all correct answers for choices. **Option:** use clear plastic heavy tape or masking tape for fastening objects.

Student: The student chooses by eye gaze or touch and presses tape to fasten item to answer sheet with or without underhand assistance.

EXAMPLE 4



counting window



The student places counting window on the answer and uses it as a stencil to circle the answer or cross it out.

Instructor: The instructor provides a counting window for the student to place on the answer. The instructor may move and place the window for student and/or provide underhand support. To make counting window, cut a hole in colored paper and laminate for durability. **Options:** Highlight area to be circled or filled in. Use counting window borders in which to cross-out.

Student: The student moves and places counting window on the answer. If instructor is moving the window, the student indicates choice. The student traces around inside of counting window to circle or cross-out an answer with or without underhand assistance.



record

to mark with a letter, word, number, line or symbol to indicate answer

The student can circle, mark, place X's, write a letter, word, or sentence, fill in a blank, place a pic-symbol, or draw a line.

EXAMPLE 5



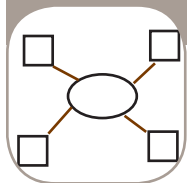
iTalk2™
communicator

The student activates the iTalk2™ communicator to tell a partner taking notes to write a fact or skip it while reading non-fiction text aloud.

Instructor: The instructor fastens pic-symbols to iTalk2™ communicator for “write it” and “skip it” and records corresponding messages.

Student: The student activates the iTalk2™ communicator to direct partner taking notes to write a fact from the text or skip it.

EXAMPLE 6



graphic organizer



graphic organizer

The student uses facts on sticky notes corresponding to text or illustrations and sorts to organize them.

Instructor: The instructor writes facts on sticky notes and fastens them near corresponding illustrations or text in a non-fiction book. The instructor provides a graphic organizer, e.g. story web or chart.

Options: fasten sticky note to a block for ease of movement to place on graphic organizer. Fasten borders with craft sticks for easier fact sorting.

Student: The student chooses a fact and places on graphic organizer to organize for written report on the topic or slides block between borders to sort facts.

EXAMPLE 7



iTalk2™
communicator



Talking Brix™

The student chooses and orders facts, then activates Talking Brix to tell about them.

Instructor: The instructor fastens pic-symbols to iTalk2™ communicator for “write it” and “skip it” and records corresponding messages. The instructor provides assistance for partner recording facts on Talking Brix and fasten corresponding pictures or picture-symbols.

Student: The student indicates facts to be recorded by activating iTalk2 communicator to say “write it” or “skip it.” The student activates recorded Talking Brix to listen to each fact then chooses the order by eye gaze, touch, point, verbal selection or activation when partner asks “What’s next?”

EXAMPLE 8



SuperTalker™

The student gathers facts from non-fiction text by taking pictures or pic-symbols placed in book.

Instructor: The instructor fastens or places pictures or pic-symbols depicting facts near the fact in picture or text. Option: record each fact on a multiple message communicator

Student: The student gathers facts by taking and placing pictures or pic-symbols from book in desired order. The student fastens pictures or pic-symbols on poster to tell about each fact. Option 1: student dictates each fact using communicator for partner to write beneath each picture. Option 2: student chooses fact from book by eye, gaze, point, touch, or verbal selection.

retell

recap events of a story in sequence or talk about facts from non-fiction text

The student re-tells a story or tells about facts learned to help form meaning of the text read.

EXAMPLE 1

The student places picture or pic-symbols supported summary sentences in order to re-tell a story.



The tortoise won.

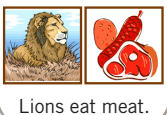
pic-symbol
summary

Instructor: The instructor provides sentences with words and/or pic-symbols in sentences or phrases to summarize the story in parts.

Student: The student selects the order of the sentences by eye gaze, touch, point, or verbal selection.

EXAMPLE 2

The student chooses picture or pic-symbols supported facts to tell about non-fiction text.



Lions eat meat.

pic-symbol
facts

Instructor: The instructor reads a non-fiction book and shows an assortment of facts gathered from the text with 3-4 foils.

Student: The student chooses the facts from the text that was read by eye gaze, touch, point, or verbal selection.

EXAMPLE 3

The student chooses pictures from the book to re-tell the story in order.



pocket chart



counting window

Instructor: The instructor provides two duplicate books and takes apart pages. The instructor shows first event in book then shows three page choices and says "Show what happened next." Option: instructor fastens 3 counting windows across a 2-page spread in the book and says "Show what happened next." To make counting window, cut a hole in colored paper and laminate for durability.

Student: The student chooses by eye gaze, touch, point, or verbal selection.

EXAMPLE 4

The student activates multiple message communicator to re-tell events of story or tell about facts from non-fiction text.



SuperTalker™



counting windows

Instructor: The instructor numbers counting windows fastened on pictures depicting events or facts. The instructor records events or facts corresponding to book pictures on multiple message communicator and fastens number (written on counting windows) to message locations on device.

Student: The student reports the events or facts from the book by activating the multiple message communicator by the numbers in order.



rhyme

say or choose words with same rime, the portion of the word after the onset (initial letter)

Students hone phonemic awareness skills and word identification skills with knowledge of rhymes, recognizing them to read and using them to build new words.

EXAMPLE 1

The student matches pictures or pic-symbols of rhyming words.



rhyming pic-symbols



pocket chart

Instructor: The instructor provides pictures or pic-symbols of two or more sets of rhyming words, e.g. rat, cat, mat and can, man, ran. The instructor shows one example of a set and a choice of three pic-symbols (two correct, one foil). Adjust choices based on individual needs and abilities. Say "Find a word that rhymes with ____."

Student: The student chooses rhyming word pic-symbol with eye gaze, touch, point, or verbal selection.

EXAMPLE 2

The student matches rhyming words.



rhyming words



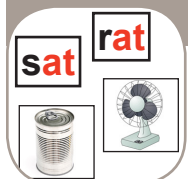
pocket chart

Instructor: The instructor provides two or more sets of rhyming words, e.g. rat, cat, mat and can, man, ran. The instructor shows one example of a set and a choice of three words (two correct, one foil). Adjust choices based on individual needs and abilities. Say "Find a word that rhymes with ____."

Student: The student chooses rhyming word with eye gaze, touch, point, or verbal selection.

EXAMPLE 3

The student sorts two or more sets of rhyming words or pic-symbols.



rhyming words and pic-symbols on blocks



borders for sorting

Instructor: The instructor fastens rhyming words or pic-symbols on blocks for ease of movement. The instructor fastens craft stick borders for sorting.

Student: The student slides blocks of rhyming words or pic-symbols between borders to sort them.

EXAMPLE 4

The student activates and sorts rhyming words recorded on Talking Brix.



Talking Brix™



borders for sorting

Instructor: The instructor records two or more sets of rhyming words on Talking Brix™. Option: fasten words or pic-symbols on Talking Brix™ to represent recorded word.

Student: The student activates Talking Brix™ to listen to a word, then activates others to locate a word that rhymes with it. The student slides Talking Brix™ with rhyming words between borders to sort them.



rhyme

say or choose words with same rime, the portion of the word after the onset (initial letter)

Students hone phonemic awareness skills and word identification skills with knowledge of rhymes, recognizing them to read and using them to build new words.

EXAMPLE 5



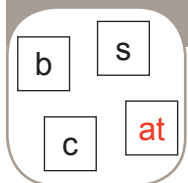
Talking Brix™

The student combines onsets and rime recorded on Talking Brix™ and matches to picture, pic-symbol, or word.

Instructor: The instructor records onsets and rime (that combine to make words), e.g. onsets: f, d, and b with the rime: og. The instructor fastens onset and rime labels to the Talking Brix to match the recording. The instructor provides words, pic-symbols, or pictures that match all of the words that can be made with the onsets and rime.

Student: The student locates one onset and rime and activates them to sound out the word. The student matches newly made word to a picture, pic-symbol, or word.

EXAMPLE 6



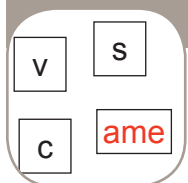
onsets and rime

The student places onsets and rime together to make new rhyming words and matches to word, picture, or pic-symbol.

Instructor: The instructor provides onsets and rime that combine to make words, e.g. onsets: f, d, and b with the rime: og. The instructor provides words, pic-symbols, or pictures that match all of the possible words that can be made with the onsets and rime. Option: fasten to blocks for easier movement.

Student: The student combines an onset with rime and locates matching word, picture, or pic-symbol.

EXAMPLE 7



onsets and rimes

The student places onsets and rime together to make new rhyming words and identifies which are words.

Instructor: The instructor provides random onsets that may combine with the rime to make words, and pictures or pic-symbols to match the ones that make words, e.g. onsets: r, f, d, z, and b with the rime: og. Options: fasten to blocks for easier movement. Record onsets and rime on Talking Brix.

Student: The student combines onset with a rime, sounds it out, and looks for matching word, picture, or pic-symbol to determine if it is a word. Option: student activates Talking Brix™ to help sound it out and decide if it is a word.

EXAMPLE 8



All-Turn-It® spinner



Talking Brix™

The student spins All-Turn-It® spinner to select a pic-symbol then chooses a pic-symbol on Talking Brix™ to rhyme with the word.

Instructor: The instructor fastens a set of pic-symbols on the All-Turn-It® spinner and pic-symbols that rhyme with them on Talking Brix™. Instructor records word on each Talking Brix™ to match the pic-symbol.

Student: The student spins the All-Turn-It® spinner to select a word then activates Talking Brix™ to locate a word that rhymes with it.



roll out

use tool to make dough flat

Students roll out play dough or cookie dough and cut out shapes.

EXAMPLE 1

The student will roll with a rolling pin.



Instructor: The instructor softens dough and partially rolls. The instructor places in a tray or cookie sheet with raised edge, placing rolling pin handles on the left and right edges.

Student: The student rolls straight with hands on handles or on the roller itself.

EXAMPLE 2

The student rolls play dough with a partner.



Instructor: The instructor provides a rolling pin with free-rolling handles.

Option: fasten hook and loop material to rolling pin and glove. Place glove on student's hand and assist with grasp on rolling pin.

Student: The student places one hand on one handle of the rolling pin to hold it. Partner pivots the other handle to roll the dough. Partners switch roles as appropriate. **Option:** student puts on glove and uses it to help hold the rolling pin.

EXAMPLE 3

The student asks a partner to roll out play dough and cut shapes.



Step-by-Step™
communicator



Talking Brix™

Instructor: The instructor records a series of messages on the Step-by-Step™ for the student to direct a partner to roll the play dough, e.g. "Roll, please" " Missed a spot" and "Roll the other way." The instructor re-records additional messages for choosing a shape for partner to cut. **Option:** record messages on multiple message communicators, e.g. Talking Brix™ or QuickTalker® with matching pic-symbols to give directions and/or choose shapes to cut.

Student: The student activates the Step-by-Step™ to give partner directions when rolling out the dough and to choose shapes to cut. The student assists with cutting out shapes by pressing down on cookie cutter.

EXAMPLE 4

The student places cut shapes on a cookie sheet or tray.



Instructor: The instructor places a sheet of parchment or wax paper on a slant board (3-ring binder), places dough shape on top, and positions it over a cookie sheet or tray.

Student: The student pushes or sweeps paper with shape on cookie sheet or tray.



say

express a thought, idea, want, or need in words

Students make a comment, state an opinion, vote, request, start a conversation, share a feeling, make a friend, or just be heard!

EXAMPLE 1

The student activates a single message communicator to talk.



**LITTLEmack®
communicator**



**BIGmack®
communicator**

Instructor: The instructor records a single message into the LITTLEmack® or BIGmack® communicator. The instructor may provide a choice of picture symbols so student can choose what is recorded.

Student: The student activates the BIGmack® or LITTLEmack® communicator one time to say a single message.

EXAMPLE 2

The student activates the Step-by-Step™ communicator to say a series of messages or steps.



**LITTLE
Step-by-Step™
communicator**



**BIG
Step-by-Step™
communicator**

Instructor: The instructor records a series of messages, questions, or steps into the Step-by-Step™ communicator.

Student: The student activates the Step-by-Step™ communicator multiple times to say a series of messages, ask questions, or give directions.

EXAMPLE 3

The student chooses a message from a multiple message communicator.



**QuickTalker®
communicator**

Instructor: The instructor records messages on the communicator and fastens corresponding pic-symbols. Errorless learning: instructor interprets the student's choice to frame it within context.

Student: The student chooses a message to say using the attached pic-symbols to help.

EXAMPLE 4

The student indicates a choice of pic-symbols or objects to say something.



Instructor: The instructor shows three pic-symbol or object choices near the student. Errorless learning: instructor interprets the student's choice to frame it within context.

Student: The student eye gazes to, touches, points, or verbally selects pic-symbol or object to communicate. The student may make a choice whether or not objects or pic-symbols are presented as choices or are simply available.



self-select

choose a book or magazine to read independently; self-selecting text to read is one of the four blocks of literacy

Students choose a book to read a story or information on a topic of interest.

EXAMPLE 1

The student selects a book from three choices on display.



LITTEmack®
communicator



BIGmack®
communicator

Instructor: The instructor records "I want to read this book." into the LITTEmack® or BIGmack® communicator. The instructor places three books on display. Option: place each book choice on a slant board (3-ring binder).

Student: The student activates the BIGmack® or LITTEmack® communicator and eye gazes, touches, or points to book choice.

EXAMPLE 2

The student chooses a book from assortment on table, container, or accessible bookshelf.



low bookshelf



Instructor: The instructor places books in an accessible location: on a low shelf, spread on table, or in a container, e.g. large container placed on the floor.

Student: The student chooses a book by eye gaze, touch, point, taking it, or verbally selecting the book.

EXAMPLE 3

The student selects a book using a multiple message communicator.



QuickTalker®
communicator

Instructor: The instructor records book or magazine titles or topics and "I want to read ____." on the communicator and fastens corresponding pic-symbols.

Student: The student chooses a message to select a book or magazine to read.

EXAMPLE 4

The student chooses a pic-symbol representing a favorite book or topic.



Instructor: The instructor shows three pic-symbol choices representing book titles or topics in pocket chart or fastened to other display.

Option: provide book dust jackets to represent book titles

Student: The student eye gazes to, touches, points, or verbally selects pic-symbol to select a book or topic.



show

cause or permit to be seen

Showing something to another person is a great way for students to gain attention or start a conversation. It is also a tool for self-advocacy.

EXAMPLE 1



LITTLE
Step-by-Step™
communicator



BIG
Step-by-Step™
communicator

The student activates a Step-by-Step™ communicator to tell others about something to show.

Instructor: The instructor records “I have something to show you.” on the Step-by-Step™ communicator along with a series of messages telling about it. **Option:** record the location of the item to show, e.g. “I have something to show you in my backpack.”

Student: The student activates the Step-by-Step™ communicator to tell others that there is something he/she would like to show them and information about it.

EXAMPLE 2



The student shows item placed in container.

Instructor: The instructor places item in container and gives to student or fastens to lap tray. The instructor records comments describing item on Step-by-Step™ communicator and fastens matching picture symbol. **Option:** place in plastic zipper bag.

Student: The student holds to show item(s) or activates Step-by-Step™ to direct attention to and tell about item.

EXAMPLE 3



Hitch™
switch interface

The student activates switch to show slide show on computer.

Instructor: The instructor sets up and connects switch and Hitch™ switch interface to computer and scans student work to create a slide show. Set up Hitch™ with computer functions to advance the slides (e.g. spacebar or enter). The instructor uses accessibility options on computer to minimize multiple hits on switch, if needed. **Option:** record narration for each slide.

Student: The student presses switch to change slides to show work.
Option: narration is pre-recorded.

EXAMPLE 4



Talking Brix™



The student activates communicator to tell about student's work or item.

Instructor: The instructor records comments describing item on Talking Brix™ and fastens matching picture symbol. Talking Brix™ are connected in order from left to right. The instructor fastens item to slant board (or 3-ring binder) or other display. **Options:** Provide picture symbols for student to choose and help write the comments to be recorded.

Student: The student activates Talking Brix™ to tell about the displayed items.



sing

produce or deliver songs

Singing is an important means of enjoyment, fun, and celebration in all cultures. It is also an effective learning strategy.

EXAMPLE 1



Bookworm™



JellyBeamer™
wireless switch

The student activates Bookworm™ to play verses or short songs, acting as a D.J.

Instructor: The instructor chooses theme-related music and records one song in parts on a Bookworm™ button from CD or by singing. Option: record a short song or verse and fasten a pic-symbol to match on each tab.

Student: Two students take turns activating a JellyBeamer™ switch to play a part of a song while the other students do actions or dance. When music stops, students stop moving until the D.J. activates the switch. Option: student selects song or verse by pressing tab or using switch to find the song.

EXAMPLE 2



LITTLEmack®
communicator



BIGmack®
communicator

The student activates a single message communicator to sing.

Instructor: The instructor records a short song, a verse, or a repeated line to a song on the LITTLEmack® or BIGmack® communicator. Fasten matching picture or pic-symbol.

Student: The student activates the LITTLEmack® or BIGmack® communicator one time to sing a short song, sing one verse of a song, or sing a repeated line of a song. Show student picture or pic-symbol to cue him/her at the appropriate time to sing the verse or line.

EXAMPLE 3



LITTLE
Step-by-Step™
communicator



BIG
Step-by-Step™
communicator

The student activates a Step-by-Step™ communicator to sing.

Instructor: The instructor records the verses to a song on the Step-by-Step™ communicator, one verse per step.

Student: The student activates the Step-by-Step™ communicator multiple times to sing each sequential verse of a song.

EXAMPLE 4



SuperTalker™
communicator



QuickTalker®
communicator

The student activates a multiple message communicator to sing verses of a song.

Instructor: The instructor records each verse of a song into a communicator, one verse per button. The instructor fastens matching pic-symbols or verse numbers.

Student: The student activates the corresponding message location to sing a verse.

NOTE: SuperTalker™ includes keyguards for 1, 2, 4 and 8 messages.



sort

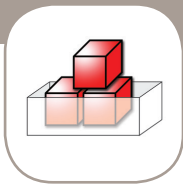
match to organize items according to designated attribute or set

When sorting, the student identifies like attributes, numbers, letters, or letter sounds and groups together accordingly.

EXAMPLE 1



iTalk2™
communicator



The student sorts by choosing and activates iTalk2™ to indicate match.

Instructor: The instructor fastens picture symbols on iTalk2™ communicator and records “It’s a match!” and “No match” to corresponding buttons. The instructor places three choices in pocket chart, points to one sort location and asks “Which goes here?” then shows sorted items and asks “Do they match?” Option: record two letter sounds on multiple Talking Brix for sorting.

Student: The student chooses the item to be sorted in designated location. The student activates iTalk2™ to say “It’s a match!” or “No match” to answer instructor’s question “Do they match?” (to indicate whether or not the item has been sorted correctly.)

EXAMPLE 2



LITTLEmack®
communicator



The student activates LITTLEmack® to indicate match and sweeps to sort to container.

Instructor: The instructor records on the LITTLEmack® communicator “It’s a match!” The instructor places containers, one left and right of lap tray or table. The instructor shows item by one container, then the other, waiting for response and places by student. Option: place container below edge of lap tray or table.

Student: The student activates LITTLEmack® to indicate match then sweeps item to appropriate container. Option: student sweeps item off lap tray or table into container.

EXAMPLE 3



All-Turn-It®
spinner



iTalk2™
communicator

The student activates the All-Turn-It® spinner to choose a category for sorting, then sorts.

Instructor: The instructor divides All-Turn-It® spinner overlay into 2 sorting categories and labels them for sorting. The instructor places three choices in pocket chart and asks “Which goes here?” & shows item by category. The instructor records “It’s a match!” and “No match” on iTalk 2.™ The instructor asks “Do they match?”

Student: The student activates spinner to choose category. The student chooses item from pocket chart to be sorted in chosen category. The student activates iTalk2™ to say “It’s a match!” or “No match” to answer instructor’s question “Do they match?” Option: student sorts with a peer rather than instructor.

EXAMPLE 4



The student sorts by sliding between borders.

Instructor: The instructor fastens craft stick borders for a guide for sorting. Fasten borders on right, left, and top of areas for sorting and label or place samples. Options: The instructor fastens multiple craft sticks on top of each other to make them higher. Record two different letter sounds on multiple Talking Brix for sorting.

Student: The student slides items from bottom to match labels or samples and correctly sort between the borders.



sound out

sound out onsets (initial letter) and rimes (remaining part of the word)

Students say sounds in order to read or spell words.

Other actions: blend sounds, decode

EXAMPLE 1



Talking Brix™



Step-by-Step™
communicator

The student activates Talking Brix™ to sound out words and match to picture or pic-symbol.

Instructor: The instructor records initial letter sound of word on one Talking Brix™ and rest of the word on second Talking Brix™ e.g. for “dog” record “d” on the first and “og” on the second Talking Brix™. Connect in order, left to right. Fasten letter(s) on Talking Brix™ to match. Provide picture or pic-symbol depicting the word. Option: record onset and rime on each step on Step-by-Step™ communicator.

Option: record instructor showing and sounding out word on Video Brix™

Student: The student activates the Talking Brix™ to say the first sound and then the rest of the word to sound it out. The student matches the word to corresponding picture or pic-symbol.

EXAMPLE 2



BIGmack®
communicator

The student activates a single message communicator to say a letter sound isolated or in a word.

Instructor: The instructor records a letter sound on the BIGmack® and fastens letter to match. The instructor directs student to say the letter sound when the letter is indicated, e.g. “Say ‘mmm’ when you see ‘M’ in your name.” The instructor sounds out the name or word, pausing and pointing to the designated letter. Option: instructor shows random isolated letters, one at a time including the letter recorded for the student.

Student: The student activates the BIGmack® to say the letter sound in a word.

Option: student activates the BIGmack® when the matching letter is shown.

EXAMPLE 3



Talking Brix™



Step-by-Step™
communicator

The student uses Talking Brix™ to blend onset and rime, then repeat the whole word.

Instructor: The Instructor records onset (initial letter) on a Talking Brix™, rime (remaining part of word) on second Talking Brix, and whole word on third Talking Brix. The instructor labels each. Option: record onset, rime, and whole word on each step on Step-by-Step™ communicator. Label with whole word. Option: record instructor showing and sounding out word on Video Brix™

Student: The student activates Talking Brix™ to sound out the word, then say the whole word.

EXAMPLE 4



BIGmack
communicator



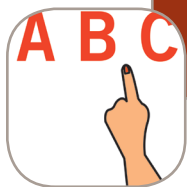
Talking Brix™

The student says letter with a single message communicator and locates words with same initial letter.

Instructor: The instructor records letter sound on communicator and labels it. The instructor provides words or pic-symbols of words with corresponding initial letter and other letters (foils). Option: instructor fastens words or pic-symbols on blocks for easier movement or places choice of three in pocket chart (two correct, one foil). Adjust choices based on individual needs and abilities. Errorless learning: make all three choices the same correct letter.

Student: The student says the letter sound and matches to word(s) with the initial letter.

Errorless learning: any letter choice is correct.



spell

place letters in sequence to make a word

*Students learn there is a specific letter order required when spelling.
Other actions: order*

EXAMPLE 1



Keys-U-See®

The student spells by using a computer and access hardware and software.

Instructor: The instructor provides a computer and access with: an adapted keyboard (e.g. Keys-U-See); touchscreen and online keyboard; or switch with Discover Pro/Envoy access software for scanning (online keyboard included).

Option: provide word prediction software to minimize keystrokes and/or support limited knowledge of spelling.

Student: The student uses appropriate access to computer to type/enter words to spell for a test or to write word(s), make a list, write sentence(s), or write a paragraph.

EXAMPLE 2



Step-by-Step™
communicator

The student spells with a Step-by-Step™ communicator.

Instructor: The instructor records each letter of a word or name in sequence on the Step-by-Step™ (one per step). The instructor places/writes each letter the student says in order so the student can see the word or name spelled.

Option: place strip of paper with correct number of squares drawn for word for student to place the letter

Student: The student activates the Step-by-Step™ to spell, waiting for the instructor to place each. **Option:** student selects and places the letter on a square on the paper strip in order.

EXAMPLE 3



rubber stamp

The student matches or chooses a letter rubber stamp and uses it to spell.

Instructor: The instructor places only the rubber stamps of the letters present in the word to spell on the table and provides paper.

Option 1: anchor the paper to table or slantboard (3-ring binder).

Student: The student chooses letter rubber stamps, one at a time, to spell a word.

EXAMPLE 4



The student selects and moves letters to spell.

Instructor: The instructor places a strip of hard-side hook and loop material in a horizontal line at top of table or tray. The instructor fastens letters for spelling word(s) on blocks and places beneath line of hook and loop material.

Student: The student chooses the first desired letter and moves it to the left side of the hook and loop material to stick into place. The student repeats with the next letter in order to spell.



spin

revolve an arm rapidly to select

Spinning is a common strategy to take a turn in board and card games. The All-Turn-It® spinner is an alternate way for students to roll dice or draw a card. Consider spinning for students to make random choices.

EXAMPLE 1

The student activates the All-Turn-It® spinner to spin for dice roll.



All-Turn-It® spinner

Optional Access:



Jelly Bean,®
Specs® or
Big Red®
switch



Jelly Beamer™
wireless
switch

Instructor: The instructor places a dice overlay on the All-Turn-It® spinner, or places pictures/symbols or real items representing what is going to be spun for, on the large overlay of the All-Turn-It spinner. Option: attach a switch if needed for access.

Student: The student activates the spinner button to spin. Option: student activates switch to spin.

EXAMPLE 2

The student activates the All-Turn-It® spinner to play a game to draw cards or choose objects.



All-Turn-It® spinner

Optional Access:



Jelly Bean,®
Specs® or
Big Red®
switch



Jelly Beamer™
wireless
switch

Instructor: The instructor fastens pic-symbols, game cards, objects, or puzzle pieces on the All-Turn-It spinner. Option: attach a switch if needed for access.

Student: The student activates the spinner to draw a card or choose an object. Option: student activates switch to spin.

EXAMPLE 3

The student activates the All-Turn-It® spinner to choose the next player.



All-Turn-It® spinner

Optional Access:



Jelly Bean,®
Specs® or
Big Red®
switch



Jelly Beamer™
wireless
switch

Instructor: The instructor fastens student names or pictures on the All-Turn-It® spinner. Option: attach a switch if needed for access.

Student: The student activates the spinner for the name or picture of the next player. Option: student activates switch to spin.

EXAMPLE 4

The student rolls dice at turn.



Instructor: The instructor places a die or dice in a plastic bag or a small box that can be closed tight. The instructor or a peer opens bag or box to show number rolled.

Student: The student tosses bag or box on table or floor to roll for turn.



stamp

mark using stamps

Stamping letters, numbers, and/or figures is a way to write and record answers.

EXAMPLE 1



LITTLE
Step-by-Step®
communicator



BIG
Step-by-Step®
communicator

The student activates the Step-by-Step® communicator to stamp.

Instructor: The instructor records “Please stamp.” on the first step, then one letter, shapes, number, or other item per step on the Step-by-Step® communicator to write, mark, or record.

Student: The student activates the LITTLE or BIG Step-by-Step® communicator multiple times to direct partner to stamp.

EXAMPLE 2



adapted
rubber stamp

The student uses an adapted rubber stamp.

Instructor: The instructor fastens soft-side hook and loop material on top of rubber stamp, to the side of printed letter or number (or symbol) if possible. The instructor places hard-side hook and loop material on a dowel end or on a glove or mitten.

Student: The student grasps the dowel or uses the glove or mitten to stamp a letter, number, or other symbol.

EXAMPLE 3



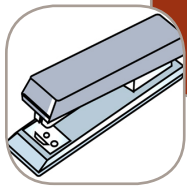
large rubber stamp

The student uses a larger commercially available rubber stamp.

Instructor: The instructor places a large size rubber stamp on table (variety available through teacher and pre-school stores online).

Student: The student grasps the large knob to stamp a letter, number, symbol, shape, or picture.

NOTES:



staple

secure with staples

Students staple to keep papers together for organization or in an art project.

EXAMPLE 1

The student activates the stapler with a switch and a PowerLink®4 control unit.



electric stapler

Optional Access:



PowerLink®4



Jelly Bean,
Specs or
Big Red
switch

Instructor: The instructor connects the stapler and switch to the PowerLink4 control unit and sets the timer to “direct.”

Student: The student activates the switch and a partner holds the paper in the electric stapler to fasten paper together.

EXAMPLE 2

The student activates the iTalk2™ communicator to staple.



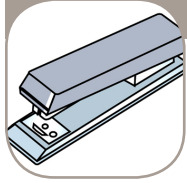
iTalk2™
communicator

Instructor: The instructor records “Will you please staple this?” and “Thanks for your help!” on the iTalk2™ communicator. the instructor fastens matching pic-symbols.

Student: The student activates the iTalk2™ communicator to ask a partner to help staple. The student activates the second button to say thank you.

EXAMPLE 3

The student uses an easy-activating stapler to staple.



Instructor: The instructor draws a mark on the paper as a visual cue for stapling. The instructor supervises and assists as needed to guide paper under the stapler.
Option: place small-size foam pipe insulation over top portion of stapler.

Student: The student pushes down with two hands to staple the paper.

NOTES:



take picture

operate a camera or iDevice camera

Students take pictures of each other and peers as they learn about each other.

EXAMPLE 1

The student asks to take a picture with a BIGmack or Talking Brix communicator.



BIGmack
communicator



Talking Brix™

Instructor: The instructor records “Can we take your picture?” on the BIGmack or Talking Brix. The instructor assigns student pairs and gives each pair a camera to use or student pairs take turns.

Student: The student approaches another student and activates the BIGmack or Talking Brix to ask, “Can we take your picture?” Peer takes the picture when the student says “Yes.”

EXAMPLE 2

The student says, “Smile” before peer partner takes a picture of another student.



Talking Brix™

Instructor: The instructor records, “Can we take your picture?” on one Talking Brix and “Get ready....Smile” on another Talking Brix. The instructor fastens a question mark and smile pic-symbols or numbers 1 and 2 on the Talking Brix.

Student: The student approaches another student and activates the first Talking Brix to ask, “Can we take your picture?” When the student says “Yes,” the student activates the second Talking Brix to say, “Get ready....Smile!” Peer takes the picture.

EXAMPLE 3

The student uses switch access to operate camera on iDevice.



Blue2™ switch

Instructor: The instructor activates step scanning access and turns on Bluetooth on iDevice Settings. The instructor turns on Blue2™ switch. Step scanning is recommended so student will not need to cycle through all the hot spots on the screen to press the button each time.

Student: The student uses step scanning and the Blue2™ switch to activate the camera button on an iDevice.

Note: search YouTube for demonstration

NOTES:

take turns

to wait for another person(s) to complete an action

Students wait for a turn then take it at the appropriate time to read, talk, share, or play a game.

EXAMPLE 1

The student activates an All-Turn-It spinner to choose the next participant.



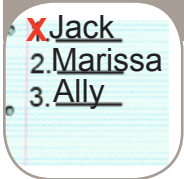
All-Turn-It spinner

Instructor: The instructor places name or photo cards of each student on the All-Turn-It spinner and attaches a switch, as needed. When a card is chosen, it is passed to the student, who then takes a turn.

Student: Each student activates the spinner after their turn, then passes the chosen card to the matching student who takes the next turn.

EXAMPLE 2

The student checks or stamps each name after a turn is taken.



list of names



rubber stamp

Instructor: The instructor writes a list of names and reads it with the class, explaining it is the order of students taking turns. The instructor provides markers or rubber stamp for checking off names as turns are completed.

Student: The student waits for his/her name on the list and takes a turn. The student stamps the name to indicate the turn is completed.

EXAMPLE 3

The student activates the Step-by-Step communicator to indicate the next student's turn.



Step-by-Step™ communicator

Instructor: The instructor records "Your turn" on the Step-by-Step communicator.

Student: The student activates the Step-by-Step™ communicator to indicate the next student's turn.

EXAMPLE 4

The student passes a card reading "Turn" to the next student after their turn is completed.



Instructor: The instructor writes "Turn" on a card and laminates it. The instructor gives the card to the first student to take a turn and says, "Your turn."

Student: The student with the card takes a turn, then passes it to the next student and says, "Your turn." If another student tries to go out of turn, the student with the card shows it and says, "My turn."



tally

mark with 1-1 correspondence in an organized manner

The student tallies most often when taking data but can use this skill to keep track when counting objects. The traditional tally is a vertical line. The fifth tally is drawn diagonally across 4 lines.

EXAMPLE 1

The student stamps tally mark with rubber stamps.



Instructor: The instructor provides tally mark rubber stamp for student.

Note: use the number 1 or a / (forward slash).

Student: The student stamps a tally mark for each single entity counted.

EXAMPLE 2

The student activates a iTalk2™ to direct partner to tally.



iTalk2™
communicator

Instructor: The instructor records “tally” and “slash” on two buttons of iTalk2™ and fastens “tally” pic-symbol and slash (/) to match. Note: slash refers to the mark made across 4 tallies to indicate a set of five. Option: use a BIGmack® communicator and record “tally.” The partner writes the slash at the appropriate time for sets of 5 tallies.

Student: The student activates the tally button each time a tally is required and the slash button to indicate a set of 5. Option: student activates the BIGmack for each tally, including sets of five, leaving it to the partner to write a slash.

EXAMPLE 3

The student sweeps straws to tally.



Instructor: The instructor places one straw at a time on counting tray and says “tally, tally, tally, tally, slash” as student sweeps. At each “slash” instructor pauses and binds the group of five.

Student: The student sweeps one straw each time the instructor says “tally” or “slash” and pauses when instructor binds a set of five.

NOTES:



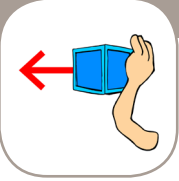
throw

toss or move a ball or beanbag as part of a game

There is more than one way to throw a ball and more than one kind of ball.

EXAMPLE 1

The student sweeps a ball or beanbag off a lap tray or other surface.



Instructor: The instructor places a ball or beanbag for optimal sweeping.

Student: The student sweeps the ball or beanbag onto the floor or other location.

EXAMPLE 2

The student rolls a ball down a ramp.



Instructor: The instructor fastens a craft stick at the top of a slant board with tape. The instructor places ball behind the craft stick to temporarily hold it in place. Slant board is positioned so ball will roll and drop to desired location.

Student: The student pushes the ball, which rolls down the ramp onto the floor or other location.

EXAMPLE 3

The student gives the command to throw the ball with a BIGmack® communicator.



Instructor: The instructor records, "1, 2, 3...throw!" on the BIGmack® and places near student.

Student: The student waits for peer to get ready to throw, then activates the BIGmack® to give the throw command.

EXAMPLE 4

The student uses a variety of easy-to-hold and preschool balls to move.



Instructor: The instructor gathers variety of flexible and textured balls, e.g. balls with rubber strands, honeycomb, or bumps, or extra soft balls.

Student: The student grasps and throws an easy-to-hold ball.

NOTES:



turn off/on

activate or deactivate the power source to a battery-operated device or electrical appliance

Students participate in playing music, playing with a toy, or making recipes.

EXAMPLE 1



PowerLink4

Optional Access:



Jelly Bean,[®]
Specs[®] or
Big Red[®]
switch

The student activates any electrical device connected to a PowerLink[®]4 control unit and switch to turn the device on and off.

Instructor: The instructor plugs an electrical device into the PowerLink[®]4 control unit and selects the “latch” option. Option: use the timer control for automatic turn off so the student has multiple opportunities turn on the device (each time it shuts off).

Student: The student activates the switch to turn the device on and off.

EXAMPLE 2



Device with a BDA,
SLAT and switch

Optional Access:



Jelly Bean,[®]
Specs[®] or
Big Red[®]
switch

The student activates any battery-operated device with a Battery Device Adapter (BDA), a Switch Latch And Timer (SLAT), and a switch to turn the device on and off.

Instructor: The instructor attaches the Battery Device Adapter to the battery-operated device and adds a switch and the Switch Latch and Timer. The instructor selects the “latch” option. Option: use the timer control for automatic turn off so the student has multiple opportunities turn on the device (each time it shuts off).

Student: The student activates the switch to turn on the device.

EXAMPLE 3



iTalk2[™]
communicator

The student activates an iTalk2[™] communicator to ask a partner to turn a device on and off.

Instructor: The instructor places “on” and “off” pic-symbols on the iTalk2[™] communicator buttons and records the sentences, “please turn (the radio) on” and “please turn (the radio) off” on the iTalk2[™] communicator.

Student: The student activates the iTalk2[™] communicator to ask somebody to turn a device on and off.

EXAMPLE 4



on



off

The student chooses “on” or “off” pic-symbol to ask a partner to turn a device on and off.

Instructor: The instructor provides “on” and “off” pic-symbols in a display.

Student: The student chooses “on” or “off” by eye gaze, touch, pointing, or verbal selection to direct a partner in turning a device on or off.



turn the page

move a page in a book or magazine

Students can turn the page to read or explore a book.

EXAMPLE 1

The student activates a single message communicator to ask a partner to turn a page.



LITTLEmack®
communicator



BIGmack®
communicator

Instructor: The instructor records the sentence, “Please turn the page” on the LITTLEmack® or BIGmack® communicator.

Student: The student activates the LITTLEmack® or BIGmack® communicator to ask a partner to turn the page.

EXAMPLE 2

The student turns the pages of a book with page separators.



page separators

Instructor: The instructor fastens a self-adhesive soft-side hook-and-loop material square on right side of page in varying vertical positions page to page (to minimize bulk in one spot). Pages remain slightly apart from each other. This works best with books that have laminated pages or with board books but works well with other books, too. Option: consider placing sticky note on page first, then apply soft-side square on top of it so the adaptation is removable.

Student: The student turns pages more easily when they are separated.

EXAMPLE 3

The student uses book supports to stabilize for turning pages.



Instructor: The instructor secures the front and back covers with a clamp or a clip on a slant board.

Student: The student turns the pages more easily when it is secured and in a slanted position.

EXAMPLE 4

The student uses adapted book for easier page turning.



Instructor: The instructor cuts apart paperback book, laminates the pages, and adds a spiral binding to make the book lay flat. Option 1: slide cut apart pages in plastic page protectors and place inside a 3-ring binder.

Student: The student turns the pages more easily when the book lies flat and the pages are stiffer.



vote

express one's choice, views or opinion in response to a poll

Providing opportunities for students to vote or choose a response in a poll is empowering and motivating. Students also enjoy polling others and can count the results when the poll is completed.

EXAMPLE 1



LITTLE
Step-by-Step™
communicator



BIG
Step-by-Step™
communicator

The student activates a Step-by-Step™ communicator to count votes.

Instructor: The instructor records the sequential counting of votes on the LITTLE or BIG Step-by-Step™ communicator.

Student: The student activates the LITTLE or BIG Step-by-Step™ communicator one time per vote to count up the number of votes for each choice.

EXAMPLE 2



iTalk2™
communicator with
pic-symbols

The student activates the iTalk2™ communicator to vote.

Instructor: The instructor records two vote options on the iTalk2 communicator and fastens pic-symbols representing the two options on the buttons to match.

Student: The student activates the iTalk2 communicator to vote.

EXAMPLE 3



The student uses a voting chart to vote.

Instructor: The instructor makes a voting chart from poster board by drawing a line down the middle, laminating, and putting soft-side hook and loop material on either side of the line. Pic-symbol choices are placed at top or bottom of chart. Voting markers are cubes with hard-sided hook and loop attached.

Student: The student votes by placing a marker (cube) on side with the pic-symbol representing choice.

EXAMPLE 4



The student places a cube in a container labeled with choices to vote.

Instructor: The instructor labels two or more containers with a pic-symbol representing the choice. The instructor places cubes or other manipulatives on table near containers.

Student: The student votes by placing manipulative in container labeled with the choice preferred.



write

form characters or symbols on a surface with an instrument

Students write notes, papers, letters, shopping lists, answers to questions in class, reports, and their name.

EXAMPLE 1

The student activates the Step-by-Step™ communicator to write with a partner.



LITTLE
Step-by-Step™
communicator



BIG
Step-by-Step™
communicator

Instructor: The instructor records information to be written on the LITTLE or BIG Step-by-Step™ communicator (one sentence, phrase, word, or letter per step). Direct student to wait for partner to stop writing before giving the next piece of information to write.

Student: The student activates the Step-by-Step™ communicator multiple times to dictate information to be written by a partner. The student waits for partner to stop writing before giving the next piece of information.

EXAMPLE 2

The student activates a multiple message communicator to write with a partner.



QuickTalker®
communicator

Instructor: The instructor records a story idea, what will happen next in the story, characters' names, setting and/or action, etc. on the QuickTalker and fasten matching pic-symbols.

Student: To write a story, the student will choose when asked about each of the story components. A student activates the communicator to tell the partner what to write.

EXAMPLE 3

The student uses rubber stamps or writing utensils to write numbers and symbols.



large rubber stamp



Instructor: The instructor provides rubber stamps in choices of three letters, numerals, or symbols. Option: provide 2 correct, 1 foil choices by showing three pic-symbols representing the choices, then match to rubber stamp to write. Adjust choices based on individual needs and abilities. Errorless learning: provide all correct choices.

Student: The student chooses and matches choice to stamp to write letters, or numerals and symbols for equations. Errorless learning: any choice is correct.

EXAMPLE 4

The student uses adapted writing utensils to write, scribble, or draw.



adapted marker



adapted crayon

Instructor: The instructor broadens the width of a writing tool by wrapping adhesive back, foam weather stripping, foam pipe insulation, masking tape, duct tape, or soft-side hook and loop material around tool. The instructor extends the length of a crayon by placing it in a piece of narrow PVC pipe, and securing it in place with sticky tac. Option: use connectors to build a T bar and place crayon in the vertical pipe, as student holds the horizontal pipes or use finger crayons.

Student: The student chooses writing tool to scribble, draw, or write.



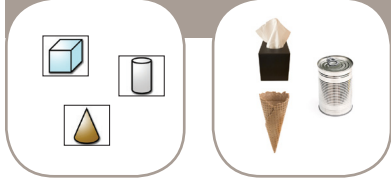
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EXAMPLE 5

The student chooses a pic-symbol or object to write.

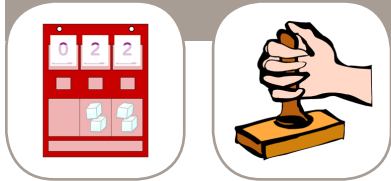


Instructor: The instructor places three picture symbol or object choices near student. For errorless learning, the instructor interprets student's choice to frame it within context. When modeling writing, instructor fastens student selected picture symbols or objects to writing surface. Option: place two-sided tape.

Student: The student eye gazes to, touches, points, verbally selects, or takes a pic-symbol or object and fastens to writing surface to write. The student may make such a choice whether or not presented in sets of three or simply available.
Option: student fastens pic-symbol on tape.

EXAMPLE 6

The student chooses letters, numbers, or words to write.



Instructor: The instructor provides three choices of letters, words, or numbers on cards or recorded on communication device with corresponding letters, words, or numbers placed in message windows. Give cloze sentence for student to fill in the blank, e.g. choices are dog, cat, or fish to fill in the blank: "The _____ swam in the bowl." Errorless learning: make all choices possible, e.g. "A _____ is a kind of pet."

Student: The student chooses or selects letters or words to write word, phrase, or sentences.

EXAMPLE 7

The student uses an adapted keyboard to write on computer.



Keys-U-See®
adapted keyboard

Instructor: The instructor places Keys-U-See® adapted keyboard in a location easily accessed by student and connects to computer. Option: instructor records information on Step-by-Step™ communicator to be typed verbatim or using key words.

Student: The student types with adapted keyboard to write. Option: student may activate Step-by-Step™ communicator for text or key words to help organize writing.

EXAMPLE 8

The student uses a switch with scanning or a touchscreen with on-screen keyboard to write.



Instructor: The instructor connects and sets up touchscreen or switch, Discover Pro/Envoy software, and IntelliSwitch® interface for using on-screen keyboard.
Option: on-screen keyboard software with word prediction reduces keystrokes and supports spelling and is accessed with touchscreen.

Student: The student activates switch for scanning and selecting keys on on-screen keyboard to write or direct selects letters on touchscreen to write.



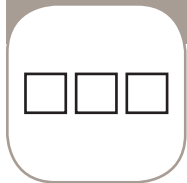
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EXAMPLE 9

The student uses a writing support to write his/her name or a word.



writing support for individual letters

Instructor: The instructor makes a row of boxes, one box for each letter of the student's name. Option: provide stamp sticks with letters.

Student: The student writes each letter of his/her name in the appropriate box. Option: student chooses and stamps letters.

EXAMPLE 10

The student activates and moves Talking Brix™ words to write a sentence then reads it to check.



Talking Brix™

Instructor: The instructor chooses a sentence, records each word (one on each Talking Brix™ communicator), and fastens corresponding word on top. Option: for beginners, place all Talking Brix™ words in order except for one, creating a cloze sentence. Provide 2-3 choices of Talking Brix™ words for students to fill in the blank.

Student: The student reads and activates the Talking Brix™ communicators then moves them around to construct a sentence. Student checks words in order while working and when finished to determine if the sentence makes sense. Option: student reads the cloze sentence then listens to choices and fills in the blank.

EXAMPLE 11

The student follows a pre-made path to write each letter in his/her name, a letter, or a word.



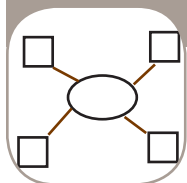
pre-made letter paths

Instructor: The instructor makes name paths for student to write his/her name, a letter, or word.

Student: The student uses a writing tool to trace along a name path to write his/her name.

EXAMPLE 12

The student uses a word web to organize writing.



Word Web graphic organizer

Instructor: The instructor provides key words or pic-symbols representing topic and related details and a word web graphic organizer. The instructor assists student as needed in choosing appropriate symbols to organize writing for a story or non-fiction paper. The instructor may number each key word or pic-symbol on the web as chosen by the student for the order of each.

Student: The student chooses key words or pic-symbols to place on word web by eye gaze, point, touch, or verbal selection. The student then chooses the order of each item on the web and uses this order when writing the story or paper.