

Sequencing Ideas

- Recite nursery rhymes or poems
- Recite days of the week
- Give today's lunch menu
- Read a story
- Introduce family, friends, teachers, etc.
- Counting
- Recite Pledge of Allegiance
- Sunday School Bible verse
- Give shopping list to clerk
- Give spelling word list/quiz to class
- Order at a restaurant
- Take attendance
- Give the weather report
- Direct a PE activity (sit-ups, etc.)
- Playing board games (my turn, spin, etc.)
- Playing card games (draw four, pick a card, etc.)
- Singing songs
- Tell about your vacation
- Giving a book report
- Show and Tell
- Conducting interviews about opinions or occupations
- Delivering a message from school to home
- Directing an art project (color, cut, paste)
- Cheering at your team's games
- Lines of a play
- Directing self care activities
- Telling a joke
- Trick or Treating
- Talking to Santa
- Complaining
- Buying a movie ticket
- Renting a video
- Shopping for clothes (I'm looking for a dress, size 9)
- Playing pretend games
- Adding sound effects to a story
- Blowing up a balloon (keep blowing, make it bigger, etc.)
- Playing Duck, Duck, Goose
- Telling about a field trip
- Direct setting the table
- Giving recipe instructions
- Counting down (exercise, time games, etc.)
- Counting up (keeping score)
- Playing Simon Says
- Giving clues in a guessing game
- Packing a lunch or picnic (We will need...)
- Dressing a doll (first put on the dress, etc.)
- Building with blocks
- Tour guide at school, museum or zoo
- Giving announcements
- Matching sounds to pictures
- Daily schedule
- Give a phone number, address
- Requesting assistance
- Delivering Valentines, Christmas Cards, etc.
- Greeter at church, school, program, library
- Checking out at the library
- Directions for carving a pumpkin
- Ordering pizza toppings
- Repositioning (move my feet, etc.)
- Fishing (bait the hook, throw in the line)
- Starting the race
- Directions from place to place
- Directions for completing assignments
- Directions for sorting a sequence
- Directions for completing a vocational task
- Steps for taking medication
- Steps for preparing a sandwich
- Putting on makeup
- Brushing teeth, shaving
- Making the bed
- Taking bath/shower
- Packing backpack
- Sorting laundry
- Filling washing machine
- Remembering grocery list
- Collating directions, books, instruction manuals
- Calling for a taxi
- Feeding a pet
- Packing for a trip
- Putting up a tent
- End of day routine
- Washing dishes
- Cleaning room
- Steps for shop project
- Steps to make copies
- Steps to treasure hunt
- Have pet do tricks
- Recite alphabet
- Give quiz to class
- Telling on someone
- Steps to start computer
- Telling personal information (name, address, etc.)
- Directions to use appliance
- Mixing Kool-Aid, drinks or making coffee
- Steps to use an adapted phone
- Delivering announcements, pencils to offices

Randomizing Ideas

- Choose reinforcer (good job, well done, great!)
- Select member of class
- Pick teammate
- Cheer
- Hellos
- Goodbyes
- Choose color for game
- Roll dice
- Wrap ups
- Shuffling cards
- Choose letter (think of a word that starts with __)
- Simon Says
- Duck, Duck, Goose
- Request assistance
- Choice making training
- Assign classroom jobs
- Category games (Scattegories)
- Bingo caller
- Sound effects game
- Sentence starters
- Story starters
- Counting money
- Give a clue (games that use additional overlays/devices)
- Guess Who game
- Choose your own adventure
- Mad Libs
- *If You're Happy and You Know It*
- Hokey Pokey
- Reinforcing sounds
- Word families
- Select classroom station (computer, books, etc.)
- Pick a winner (contests, drawings, etc.)
- Magic 8-ball
- Red Rover
- Mother May I?
- Vocabulary matching
- Scavenger hunt
- Sorting
- Randomize elements of a schedule
- Rock Paper Scissors
- Conversation Partner
- Twister
- Choose snack

ADAPTIVATION

INCORPORATED

Communication Between Home & School

Goal

Parents love to hear about what their children did at school and children love to tell their teachers and classmates about what they did at home. For children with communication difficulties, this can become a very frustrating task, especially if the person he or she is trying to tell cannot figure out what the individual is trying to say. Playing Twenty Questions is very time consuming and often ends with frustration for both parties. Here is a quick and easy solution.

Materials

- Chipper

Steps

1. Parents and teachers will need to communicate about how this process is best implemented. Things to decide:
 - Will it occur daily? (everyday establishes a less confusing routine)
 - Where the Chipper will be kept? (back packs work great)
 - Is there specific information that should be relayed?
2. If possible, set specific times during the day for this activity to occur. At school, there is generally a time set aside at the end of the day for getting organized to leave. This would be a natural time for recording messages to take home. At home, recording messages as part of the bedtime routine should be considered.
3. If possible, set specific times for playing the messages. At school, this often happens during a sharing or show-and-tell time. At home, it might occur soon after arriving home or again as part of a bedtime ritual.
4. Choosing messages should not become a frustrating process. It is easy to relay many things if need be. A sample school message might be: "I had a good day. We had art today and I painted a picture that we hung in the classroom. I didn't like lunch. I got a new book at the library and it is in my back pack." A sample home message might be: "I went to my sister's soccer game and she won. Mom read me my library book, then I watched TV before bed. I brought my permission slip back, it's in my bag."

Total record time on the Chipper is 20 seconds. The above messages were about 10 seconds in length.

5. Recording message on the Chipper:
 - a. Turn on the power by rotating the VOLUME/POWER knob to mid position.
 - b. Slide the PLAY/RECORD switch to the REC position.
 - c. Press down and hold the top of the Chipper. While holding, speak your message clearly, about 12 inches away from the MIC. Release when your message is finished.
 - d. Slide the PLAY/RECORD switch to PLAY position.
6. Encourage a variety of people to record the messages (classmates, special teacher, siblings, grandparents). Children seem to enjoy this variety and the more people in the child's life that are familiar with using the technology, the more it will get used.

Activity Variations

1. Relay information to:
 - Church/Sunday School
 - Grandparents
 - Daycare
 - Doctors
 - Neighbors
2. For adults, this activity can be used to relay information between work and residence.

Equipment Variations

1. For those individuals who are unable to access the Chipper directly, any external switch may be connected to the Chipper via the switch jack.
2. The Lex is another single-message device appropriate for this activity.
3. Any device offering voice output could be used for this activity. The key to making this activity successful is that the programming of the device must be simple and quick, or it won't happen.

ADAPTIVATION

I N C O R P O R A T E D

Check Your Schedule

Goal

Using schedules is essential to a smoothly running classroom. The schedule helps the classroom become more organized, which helps students perform more consistently. Since a traditional schedule may not give enough information for some students, adaptations and enhancements may be necessary to maximize the benefits of their use. Giving information to students in a concrete visual form helps them handle the happenings of the day that can cause confusion and frustration. The schedule can also give students the structure necessary to better handle situations that are difficult for them. Carefully planning is necessary before implementing a successful visual schedule.

Materials

- VoicePal 8
- Pal Pads (size and number will vary with schedule; up to eight can be used with the VoicePal 8)
- Visual cue to represent each schedule segment (objects, words, photos, pictures)
- Velcro
- Large envelope

Steps

1. Divide the day into segments. Select the major activities that are most meaningful to the individual who is to use the schedule. How much you include will depend on what your students will understand.
2. Give a name to each segment of the day to be scheduled. Make sure the name conveys the location or overall activity from the students' perspective.
3. Select a visual representation for each activity. Pick a form that can be easily and consistently recognized by the student. Do not limit the schedule to just one type of visual cue. Often, a combination of words, graphics and objects is the best choice. When using pictures, other graphics or objects, be sure to label them with the exact words you will use to refer to the activity.
4. Decide on the messages that will be recorded for each visual cue. The message will often depend on how the schedule is being used. For example, the message accompanying the visual cue for calendar may simply be the word "calendar" to label the activity, or it might be more specific "go to the circle for calendar time." Here are some examples for this activity:

- Calendar: “Go to the circle for calendar time.”
 - Play: “Choose a play center.”
 - Snack: “Sit at the table for a snack.”
 - Storytime: “Go to the circle for reading. Find your name on the floor.”
 - Bathroom: “Go to the bathroom.”
 - Lunch: “Lunch is at 11:30 in the cafeteria.”
 - Seat work: “Get your work basket, and go to your station.”
 - Recess: “Get your coat, and go outside.”
 - Music: “Go to the circle for music.”
 - Bus: “Get your backpack, and line up for the bus.”
5. Each of the visual representations will be made to easily attach and remove from the Pal Pad. For pictures or other graphics, it is a good idea to laminate them or cover them with clear contact paper. This will make them stronger and more easily reused. Attach each visual cue to a Pal Pad.
 6. Plug the Pal Pads into the jacks on the side of the VoicePal 8.
 7. To record messages into the VoicePal 8:
 - a. Turn the VoicePal 8 ON.
 - b. Slide the RECORD/PLAY switch to the REC position.
 - c. Press and hold the Pal Pad to contain the message. Speak clearly, having the sound source approximately 12 inches away from the VoicePal 8. Release the Pal Pad when the message is complete. Upon releasing the Pal Pad, you will hear a playback of the message.
 - d. Repeat step b for each message.
 - e. When all the messages have been recorded, slide the RECORD/PLAY switch to the PLAY position. This returns the VoicePal 8 to the play mode. Messages can now be activated by pressing the switches.
 8. Choose a spot for the schedule to be displayed (wall, door or table top). Mount the VoicePal 8 and the switches with Velcro. Be sure to attach the switches in the order you want things to occur. This may be done horizontally or vertically and will depend on the needs of the user.
 9. Attach the large envelope (or other container) near the schedule. This will be used to deposit the visual cues when the item has been completed and removed from the schedule.
 10. The individual or individuals using the schedule will need training in order use it effectively. This training will consist of learning the routine of the schedule and will include when to check your schedule, listening to the message, completing the task and depositing the pictures. These steps will vary from individual to individual.

Activity Variations

1. Some individuals have been using a visual schedule without voice output and are accustomed to taking pictures off of a display. Removing pictures from the switches will activate the message which eliminates the need for training a new skill (pressing a switch). This can aid with the transition to a voice output schedule.

2. Writing the messages on the back of the visual cues can be helpful for maintaining message consistency and ease of recording. Remember that the message **MUST** be meaningful to the user.
3. You may want to limit the schedule to only a few items at one time. This will vary with the user. Because the VoicePal 8 is easy to record, you can easily set up a morning schedule and then re-record for the afternoon activities.
4. The set-up is appropriate for many activities. Here are some examples:
 - Getting dressed
 - Brushing teeth
 - Doing laundry
 - Completing a classroom assignment
 - Completing an art project
 - Completing a vocational task

Equipment Variations

1. The activity outlined above can be set up using the VoicePal Levels or VoicePal 8K. All can be accessed via external switches.
2. For a schedule user who uses picture or word visual cues and does not need to remove the cues to indicate it has been completed, the VoicePal Levels or VoicePal 8K could be used via the on-board keypad and an overlay. This would also make the schedule portable.