AAC2go

Lessons to Print
For Using AAC2go with the
Go Talk Now App

Pati King-DeBaun, M.S. CCC-SLP

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For trainings and more information about the Integrated Communication Model
Contact pati@creativecommunicating.com

GENERAL USE AND SUGGESTIONS
For Using The AAC2go
Pati King-DeBaun, M.S. CCC-SLP

Customization:

Several Pages will need to be customized for the child or student. You will need to get into programming mode by swiping three fingers down. Further details can be found in the actual user manual within the Go Talk Now App regarding adding graphics and text editing. Also go to the attainment website for tutorials on editing buttons.

Use the page navigator to Find the following page fill in all pages even if you see duplicate page names as they navigate to different parts of the book. You can use the jump to key on the bottom of the editing page and just type in My all pages beginning with my will appear those are the pages you will want to add images to.

My foods

My drinks

My family

My friends

My teachers

My classmates

te things

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My songs

Using the book with students.

Make sure that you have gone through the lessons that are on the START Up page
Lesson 1 Explore will help you with navigation. At the end of the instructions I have
a those same lessons for you to print out.

Navigation

Always start on the (Home) page.

The Green Home Button will take you back to the home/ start page

The Red arrow will key will take you back to the last page.

The Green arrow will take you to additional vocabulary.

The return button on the left button of the page will take you back to the previous page

The ! On the bottom of the App will give you some quick words yes, no hi and bye

The jump guy will quickly allow to jump to a page –**not recommended** as you will always want to model for your students what you are doing!

Until the student is familiar with their choices on the pages, you will need to model the choice before you ask them to respond. See the lessons within the App to do this.

ACCESS

Switches

If you are using a single switch the switch sight should be highly consistent. Consult an OT or SLP to help with this if you are not sure about switch access.

Highly consistent means

Students can access the switch

consistently

easily

reliably.

The use of the switch does not compromise your understanding of their communication attempts.

Other switch options select the appropriate settings within settings. Please note additional information is in the manual with the Go Talk Now App. It may be easier for some students to turn, turn auditory cues on this can also be turned on in the settings. This will say and highlight the choices for the students.

Partner Assisted Scanning

If you want to use this App for partner assisted scanning you can say the choices out loud or turn on the auditory cues and use with automatic scanning this will help keep timing consistent. You will want to make adjustments to the scanning speed within settings.

Students should use their best "yes" response. Acceptable responses will be a smile, a yes, head nodding whatever is easiest for the student to do. Initially any response that is positive should be acceptable. At first , students may have multiple ways they signal yes. Overtime, one method of yes should be established such as smiling, vocalizing, lifting an arm, etc) When students use the selected method REINFORCE! REINFORCE! I like the way you told me yes by smiling!

There are no right and wrong answers when teaching kids how to communicate and use language.

Be Responsive to the learner:
In Conversations:
If student has an appropriate response: For example, the student selects; "How's it going? " **You say** "How's it going? (pause) I 'm having a great day!"
If the student has an inappropriate response
The student selects "Bye" as the first phrase in greeting someone. The Communication Partner responds, "Bye, well you have not even said Hello yet. That's silly! Let's look at some ways you can say hello." The Communication Partner shows the student several ways in which they can say "hello".
In a direct learning activity: Students selects an answer that is not quite right. Model why it is not right. For example: " Blue!" The grass is blue? Let's look and see. Hmm, I'll give you a hint it is in this area" show the student the area on the page pointing to the symbol area where the targeted answer is
If the student does not appear to know what to do or does not want to respond then you say: For example, "Look I'll take a turn and then you take a turn,"
Model! Model! Model! The more you model and use the App the more efficient you will become and the more communicative the student will become.
Use any opportunity to explore the App with the student.
If you are in the middle of any activity and the student is whining go to the something is wrong page.
DO NOT ASSUME YOU KNOW WHAT THE PROBLEM IS. Be proactive not reactive.
Lessons

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Model! Model! Model! The more you model and use the App the more efficient you will become and the more communicative the student will become.

Repetition With Variety Children need to understand to use their communication in a variety of different ways. Doing the same thing the same way can be monotonous so chang how when and where you do things make it fun and different

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If you are in the middle of any activity and the student is whining go to the something is wrong page.

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Lessons

It's nice to meet you!

Thank you for purchasing AAC2go The Dynamic Communication System by Pati King-DeBaun. Let's make sure that your child starts using the iPad and gets off to a good start. The lessons will give you tips on how you can get started using the AAC2go App with your child. It is important that you also understand that this is a Communication Frst System, imediate interaction and engagement are expected. Avoid telling the child to touch that ,point to, or show me , that is more like testing, instead encourage the child to follow your models and simply talk with the child. Do not be afraid to use the system this will be important for your child to see someone else using it successfully. Always start on the Home page this page links to all areas in the book. Your child might not be able to navigate at first but it will help him/her to see the navigation in action. Never go to a page randomly your child needs to see how to get to the pages even if you do not think he/she can do it, overtime you will be surprised what the children learn from your models. While this is a simple communication system it has powerful tools to build important social skills, language and literacy skills. These beginning lessons will get you and your child started on your way to communicating. For further information and additional support and resource materials the creative communicating link on this page.

Hints and Tips

Note the navigational arrows are off becasue the book is linked by pages and does not follow a sequential order. You will find pleny of language for most children however, you might want to add extra activities. You will want to make sure you have a way to link it to the system so you can find it. Duplicating pages like the My Activities page and then simply adding your activities and pages to match is an easy way to get started. When you edit existing pages keep the exact names so that all of the links work properly. Keep the same number of buttons per page the same this will help with the child's motor memory and speed up the learning process.

Most importantly relax and enjoy communicating with your child!

1

Explore the Pages together

You do: You should be on the Home page

You Say: We can use it to communicate about many things. Let's look at some things that you can say!

You Say: Say all of the choices on the page first, I want to talk, home talk, etc...

You Do: Point to the choices as you say them. Go back to **I want to talk**

You Say: Let's see what we can say here!

You Do: Press **I want to talk.** Wow, look at the things we can say here!

You Do: Point to each button as you speak

You Say: We have Quick talk, Hi and Bye, New People, What I think, How I feel, Something is Wrong

You Say: Hmm, Wonder what What I think says?

You Do: Point to "What I think" do not select it. Encourage the child to select it

You Say: So, if you want to tell me what you think about something you select this one.

You Do: Point to again do not activate and wait for child to arespond or help him/her.

Child Do: Selects What I think. (Push the button if necessary)

You Say: Great, I am going to tell you what I think about this Communication App

You Do: Point to the buttons and say choices. Select a message

You Say:: Now you tell me what you think!

Child Do: Selects a message (Encourage!)

You Do: Respond in a positive manner to what the students says.

You Say: Let's see what other things we can say!

You Say: Look here if you select the Back button it will take us back to some more things to talk about

You Do: Push the back button

You Say: Now you select something you want to talk about! (Follow the same directions above)

Child Do: Selects another topic and continue exploring.

** If you are using the pages with asisted scanning. it is important to say all the choices first on the page or turn on auditory prompting. Next present the choices and ask the child to tell you what he she would like using his or her **Best Yes** Wait for the student's yes response after presenting choices on the page.

GOALS

You: Learning how to explore and navigate with your child. Learn the gentle approach for modeling communication.

Child: Learning what he or she can say with AAC2go.

Do not expect anything more than exploration. If the child selects something follow his or her lead and explore the pages together commenting on what he selects and enjoying the interaction

Let's Play with Bubbles!

You do: You should be on the Home page. Point to and say all the choices.

You Say: Say each choice out loud and then when you get the My Activities say, that is the one we want.

You Say: Let's see what is in My Activities.

You Say: Look at the fun things we can do. Point and name each activity.

You Say: Look, let's try out bubbles.

You Do: Press bubbles.

You Do: Press the Let's Play with bubbles button and...

You Say: That's what I want to do, play with bubbles.

You Do: Hold up the bubbles.

You Say: If you want to me to blow some bubbles you select this one

You Do: Point to blow the bubble. Do not activate wait for child to respond or help him/her.

Child Do: Selects blow the bubbles

You Do: Blow the bubbles

You Do: Wonder what we should do. Do want to try?

Child Do: Selects and speaks one of the phrases

You Do: Perform the action, blow, pop , etc

You Say: Comment on the selection with excitement.

You Do: Point to the choices to encourage participation.

You Say: Hmmm What else?

Child Do: Selects pop bubbles

You Say: Okay let's pop let's bubbles!

You Do: Help the child pop the bubbles!

What if the Child selects something that is not quite right?

Follow the child's lead and run with it! For example, he or she may select go back. So you might so Oh you want to play with something else or we can go back to bubbles . Pointing to bubbles on the page or we can do any of these activities. See what he or she selects and explore the new page. It is important that initially you respond to all communication attempts. You can call out silly statements and say that 's silly we just did that. Let me show you what I would say and proceed to model the phrase or interaction and then push it toward the child to select. Modeling how to interact and what to say in a given situation is going to be important!

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GOALS

You: Using the AAC2go to play with your child. Learn the gentle approach for modeling communication.

Child: Learning how to play and commuicate with others. Learning that communication is fun.

Avoid touch the, point to or show me, those directives are more like testing and is not communication. Remember your are playing and have fun with it. Model , Model, Model what you expect!

3

Let's Read a Book!

You do:	You should be on the Start or Home page
You Say:	Look we are on the Home page that is where we begin
You Say:	Let's read a book
You Say:	Book Reading is in the School Talk Area
You Do:	Press School Talk
You Do:	Point to each button as you speak
You Say:	We have Classroom Talk, Reading Books, I have some news, Mealtime, Arts and Crafts, etc.
You Say:	We want Reading Books. Here it is!
You Do:	Point to reading Books do not activate it
You Say:	If you want to read a book you can select this one…try it.
You Do:	Point to again do not activate and wait for child to respond or help him/her.
Child Do:	Selects Let's read a book
You Say:	Great! I have some books here. If you want to pick a book look here this is what you can say…
You Do:	Point to the, "I'll pick" button and pause.
Child Do:	Selects and speaks I'll pick the book. (If necessary push the button)
You Do:	Hold up the book selections for the child to pick from.
You Do:	Read the title and start to read a few pages and then pause.
You Say:	If you want me to turn the page you can tell me. Select this one.
You Do:	Point to ,Turn the page.
Child Do:	Selects turn the page (If necessary push the button)
You Say:	Great job! You told me turn the page!
You Do:	Turn the page and read the book. Continue reading a few pages and pause. Wait for the child to
Child Do:	Selects Turn the page. (Note that you may need to remind the child to push the button by pointing to it.)
You Do:	Continue to read to the end of the book. Pausing periodically . Repeating the turn the page routine.

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GOALS

You: Modeling how to interact with AAC2go while reading a book with someone.
Learn the gentle approach for modeling communication.
Child: Learning how to use the book reading to interact with partner who is reading the book.

More ideas....

Need something more? Go into I want to talk and the select I think. Ask the child what they think about the book, a character or event in the story. Again, model first if the child does not know what to do.

Say Hello to a Friend

You do: You should be on the Home page
You Say: Look we are on the Home page that is where we begin
You Say: Let's say hello to a freind!
You Say: Let's see Hi and Bye is in the "I want to talk area"
You Do: Press I want to talk
You Do: Point to each button as you speak
You Say: We have Quick Talk, Hi anf Bye, New people, What I think , Howlfeel, etc.
You Say: We want Hi and Bye. Here it is!
You Do: Point to Hi and Bye do not activate it
You Say: If you want to say Hi to someone you can select this one…try it.
You Do: Point to again do not activate and wait for child to respond or help him/her.
Child Do: Selects Hi and Bye
You Say: Hello to the child or encourage a partner to say Hi
You Say: Let's see here you can ask How it is going?
You Do: Point to the, How is it going"
Child Do: Selects and speaks How's it going?(If necessary push the button)
You Do: Encourage partner to respond and ask the child how they are doing.
You Say: Look here you can tell them if your having a good day or not so good,
You Do: Point to the choices available.
Child Do: Communicates how he is doing?
You Say: If the child does not respond.You can say I'll tell you how I'm doing..
You Do: Select the appropriate button.
You Say: Do you want to try?
You Do: Point to the choices again
Child Do: Hopefully makes a selection   (Note that if they do not make a selection just continue on do not push it . Your models will be show him/her how to use and they will do it when they are ready)
You Do: Continue to providing opprotunities for modeling the Hi conversation and others.

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GOALS

You: Modeling hello conversation.
Learn the gentle approach for modeling communication.

Child: Learning how to say hello and have a simple conversation with family or friends.

Running out of people to say hello to...

Change it up by using puppets. Kids love puppets and it's fun!

More Social Modeling and scripts can be found on the myownbooks2go.com website. Try it our with a free trial.

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You do: You should be on the CLAP Home page
You Say: Look we are on the Home page that is where we begin
You Say: Let's say hello to a freind!
You Say: Let's see Hi and Bye is in the "I want to talk area"
You Do: Press I want to talk
You Do: Point to each button as you speak
You Say: We have Quick Talk, Hi anf Bye, New people, What I think , How I feel, etc.
You Say: We want Hi and Bye. Here it is!
You Do: Point to Hi and Bye do not activate it
You Say: If you want to say Hi to someone you can select this one…try it.
You Do: Point to again do not activate and wait for child to respond or help him/her.
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Let's Color

You do: First you will want some crayon or markers and paper or coloring book.

You Say: I want you to tell me a color and then I'll draw on the page.

You Say: First we have to find the page with colors on it.

You Say: We need to go to the My Words area.

You Do: Press My Words

You Say: This is where all of our words are! Words 1 is where the colors are

You Do: Press words 1.

You Say: Look here we have pronouns (he,she) Questions(what, who)actions (eat drink) Descriptors (big little) emotions (happy sad) colors (red , blue)

You Say: We want colors. Here it is!

You Do: Point to colors do not activate it

You Say: If you want to tell me a color you can select this one…try it.

You Do: Point to again do not activate and wait for child to respond or help him/her.

Child Do: Selects a color

You Say: Great! Lets get the _____ crayon .

You Say: Up here , over here ,down here, etc.

Child Do: Selects by pointing, signaling, etc

You Do: color using the color selected

You Say: Pick another color!

Child Do: Selects another color

You Say: Okay lets find the _____ one

You Do: Continue selecting colors until finish the activity.

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GOALS

You: Learning where to find and model the navigation to the words area.

Child: Learning how to communicate with words.

Always start at the HOME page even when you are going to the words section. The child needs to see how and where you going at all times. While it may seem unlikely at first that a child will be able to navigate to all pages if you model and give them time they will learn

6

Write it down

If your child is participating in any type of genrative language activity such as using sentences starters, using the key board , core words or putting words together use a white board to write down what words they are putting together and/or letters. Show them what they have created and read it back to them.

Try this! Explore the alphabet pages with the child

You do: You should be on the Home page and navigate to literacy pages and
                  I want to build a sentence or spell.

You Say: Talk about what you are doing as you navigate

You Say: I am going to write your name

You Do: Using the alphabet pages spell the child's name or find the first letter of his or her name.

You Say: The child's name out loud. Model how you would say the letters in your head.by saying the letter
                  Do this by saying the letter sound for K for the name Kerri and then selecting the approriate letter.

You Do: Write down the letter or letters on a white board as you model the spelling.

You Say: Okay it's your turn. Do want to try to write something?

Child Do: Child selects letters.

You Do: Write down the letter or letters on a white board.

You Say   Atempt pronounce the letter combination or word the child wrote!

GOALS

You: Learning where to find and model the navigation to the alphabet area.

Child: Learning how to find letters and use them.

Play with the alphabet some more...

Remember this could potentially be your child's pencil so the more you model the more they will learn it. Try reading an ABC book and matching the letters in the book to the letters on the alphabet display. Take turns doing this so you are providing good models. Try to avoid touch the or show me !