AbleNet®

Action Dictionary™

AbleNet's Action Dictionary™ answers the questions *"How can students be active learners?"* and *"How can students be active in social networking and having fun with friends?"* These questions challenge us to provide alternatives to what is required of students when they are learning, relaxing, socializing, and having fun.

Differentiated instruction is a necessity for students with disabilities because of their wide range of abilities and needs. Differentiation must be flexible for that same reason. A solution is not one-size-fits-all but rather must be adjusted for individuals. That is where special educators are key to the process. Special educators know when differentiation is essential, whether the disability present is cognitive, communicative, physical, "I don't want to," or any combination of disabilities and needs. They make choices every day to ensure access for students so they can be active learners and socialize with friends, family, and community members. When access needs require more expertise, special educators consult with OT's and PT's, speech and language clinicians, vision and hearing teachers, and experts in autism, behavior, and mental health. For all of these professionals, the Action Dictionary is a springboard of successful solutions and ideas for individual learners who require differentiation to learn and be social.

Each entry in the Action Dictionary represents a verb or action the student is expected to perform in a wide range of academic lessons and social activities at home, at school, and in the community. Here are some sample actions represented in the Action Dictionary.

Math From holding and identifying math tools to working with geometric shapes, counting, tallying data, making and extending patterns, solving problems, simplifying fractions, and communicating about math, find solutions and tools that help students actively engage in and understand math.

Literacy Word Work in phonics and phonemic awareness is often overlooked for students with non-verbal abilities and/or who use communication devices. Students can actively learn critical word skills such as sounding out words, rhyming, spelling, and letter name and sound identification with solutions found in the Action Dictionary. In addition, students can form meaning as they read and listen by attending, predicting, retelling, describing, and pointing to pictures. There are solutions for self-selecting books, writing, and reading as well.

Social Networking and Surfing the Web For students who want to text a friend, post a comment on Facebook, or surf the web, we added 6 new action words for social networking and Internet navigation! The websites for Google, Wikipedia, YouTube, Stumble Upon, Pinterest, Twitter, and Facebook, as well as email and texting, are used as examples, but set-ups described can be applied to other websites. Note: It is recommended that appropriate adult supervision is provided when students are using the Internet.

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add

to join two sets together

Students solve problems involving addition with different strategies and tools.
Other actions: join, solve, check, slide, sweep, take
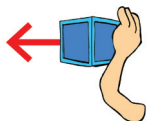
The student sweeps objects to add.

Step-by-Step™ communicator

Instructor: The instructor places first set on plastic tray and counts aloud as student sweeps one at a time. The instructor repeats for the second set. The instructor records numbers for counting the total on Step-by-Step™ and points as student counts. Errorless learning: record "finished" or silence on last step.

Student: The student sweeps each set one at a time. The student counts with Step-by-Step™ as instructor points to each object for the total. The student stops when objects run out. Errorless learning: student stops when hears "finished" or silence on Step-by-Step™.

The student slides tabs or tabs with objects on MathLine to add.

MathLine

MathLine with objects attached to tabs

Instructor: The instructor points to equation and counts aloud as student moves tabs. The instructor points to total. Options: fasten objects to tabs, taking care not to cover numbers or interfere with tabs. Record numbers on Step-by-Step™ for student to count as instructor moves tabs.

Student: The student slides tabs to left one at a time for each number and identifies total on MathLine to match to answer choices. Option: student activates Step-by-Step™ to count as instructor moves tabs and stops when instructor stops.

The student counts aloud with Step-by-Step™ communicator as the instructor points or moves objects to add.

Step-by-Step™ communicator

Instructor: The instructor records from 1 to end amount plus 1 more on Step-by-Step™ communicator. The instructor points to each object for first and second numbers, then repeats for total. For errorless learning record "finished" or silence at the end of the number sequence.

Student: The student counts with Step-by-Step™ as instructor points to each object for first and second numbers, then repeats for the total. The student stops when objects run out. Errorless learning: student stops when hears "finished" or silence on Step-by-Step™.

The student uses a calculator or calculator software to add.

Hitch™ switch interface

Instructor: The instructor points to numbers in equation. The instructor shows choices (two correct, one foil) in pocket chart or places counting window over buttons in row of calculator and asks, "Which one?" Adjust choices according to individual needs and abilities. Errorless learning: give 3 correct choices. To make counting window, cut hole in colored paper and laminate for durability. Option: instructor connects and sets up Hitch™ switch interface and switch or touchscreen to use calculator software.

Student: The student chooses the numbers/symbols from choice of three in order, one at a time by eye gaze, pointing, touch, or verbal selection. The student enters matching buttons on calculator with assistance as needed. Options: The student uses a switch or touchscreen to activate calculator software on computer.
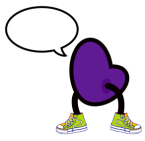
answer

to 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.

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 the Talking Brix™ or iTalk2™ communicator to answer a question. Errorless learning: either answer on double message communicator is correct.

Talking Brix™

iTalk2™ communicator

Example 2

The student activates a multiple message communicator to answer questions.

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.

SuperTalker™ communicator

QuickTalker® communicator

Example 3
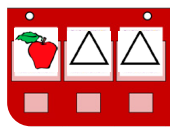
The student makes a selection from a set of answer choices on a display to answer a question.

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.

pocket chart

Example 4
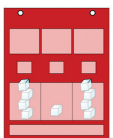
The student makes a selection from a set of objects on display to answer a question.

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.

pocket chart with objects

attend

to pay attention to text and pictures to form meaning

Students watch, listen, ask questions, answer questions, and participate to gain understanding of the text.
Other actions: ask, answer, listen, look

Example 1

Talking Brix™

iTalk2™ communicator

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

Instructor: The instructor records specific question(s) and answer(s) on Talking Brix™ or iTalk2™ communicator and fastens matching pic-symbols to represent the answer or question, e.g. "Where does the girl live?" "Lions are carnivores. This means they eat meat." Options: record general questions e.g. "What do you think will happen next?" "What plants and animals are in this environment?" "Can you explain it?"

Student: The student activates the Talking Brix™ or iTalk2™ communicator to ask or answer a question.

Example 2

SuperTalker™ communicator

QuickTalker® communicator

The student activates a multiple message communicator to answer or ask questions.

Instructor: The instructor records questions and answers specifically related to the text on a SuperTalker™ or QuickTalker® and fastens matching pic-symbols for each choice. Examples: "How did the boy get $25?" "Pumas are the fastest land animals." Option: record general questions, e.g. "How did the character do that?" "What does the animal eat?"

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

Example 3

iTalk2™ communicator

BIGmack® communicator

The student uses a communicator to make a sound effect or react to text.

Instructor: The Instructor records two sound effects on the iTalk2™ or one sound effect on the BIGmack® related to story or non-fiction text, e.g. sound of boy laughing or a growling bear. Option: record two emotional responses to the book on the iTalk2™, e.g. "I'm scared," or a single message on the BIGmack® to talk about a favorite character or part of the story, e.g. "I like that part!"

Student: The student activates iTalk2™ or BIGmack® to make a sound effect appropriate to the text, give an emotional response, or point out a favorite character or part of the story.

Example 4

counting window

The student looks at the illustrations of a book or magazine.

Instructor: The instructor provides a duplicate copy of the book, magnifier, and/or counting window. To make counting window, cut a hole in colored paper and laminate for durability.

Student: The student looks at the appropriate pictures in the book framed or magnified as the teacher or partner reads. The duplicate copy provides a closer look and more interactive experience for the student.

blow

to use mouth or appliance to make bubbles

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

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

Instructor: The instructor connects a PowerLink®4 control unit and switch to the Bubble Machine.

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

Bubble Machine

PowerLink®4 and switch

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

Instructor: The instructor connects PowerLink®4 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.

electric fan

PowerLink®4 and switch

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.

Step-by-Step™ communicator
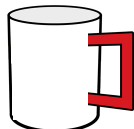
The student uses a bubble wand and alternate bubble soap container to blow bubbles.

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

Students bring items to a desired location.
Other actions: take, carry, give

Step-by-Step™ communicator

The student uses the Step-by-Step™ communicator 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.

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.

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.

container fastened to laptray on wheelchair

The student uses container attached to laptray 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

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

Consider many opportunities throughout the day for students to make choices (e.g. what to wear, where to go, what to do, etc.). Other action: pick

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

Optional Access:

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

Jelly Beamer™ wireless switch

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 select randomly 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.

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

iTalk2™ communicator

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. apple slices or orange slices at the snack table, or to play Bingo or a card game in math.

The student activates a multiple message communication device to choose.

SuperTalker™ communicator

QuickTalker® communicator

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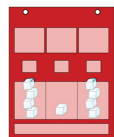
The student chooses from a display of pic-symbols or objects representing choices.

pocket chart

pocket chart with objects

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.

Notes:

choose

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

Consider many opportunities throughout the day for students to make choices (e.g. what to wear, where to go, what to do, etc.). Other action: pick

counting windows

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

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.

container fastened below edge of table

The student chooses object, pic-symbol, picture, or card and moves to container.
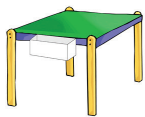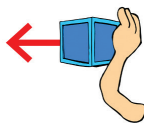
Instructor: The instructor places items on table or wheelchair lap tray and fastens or holds container just below surface edge. Errorless learning: the instructor places all correct choices.

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

Talking Brix™

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

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.

Student: The student activates Talking Brix™ to hear each and makes a choice.

TalkTrac™ communicator

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

Notes:

clap/chant

to 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, move, rap

Example 1

LITTLEmack® communicator

BIGmack® communicator

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

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

iTalk2™ communicator

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

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

Student: The student activates the communicator either to 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.

Notes:

clap/chant

to 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, move, rap

Example 5

wrist ribbon

The student moves a ribbon rhythmically.

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

BIGmack® communicator

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

Instructor: The instructor records the group chanting or rapping a single word or phrase that is repeated or added intermittently on the BIGmack® communicator. 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

iTalk2™ communicator

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

Instructor: The instructor records a sound pattern unit on each button of the iTalk2™ 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

Step-by-Step™ communicator

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

Instructor: The instructor records a series of claps, words, and/or phrases on the Step-by-Step™ communicator.
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.

Notes:

clean up

to tidy up or neaten

Students pick up or clean an area after a project, recipe, game, or snack is completed.
Other actions: pick up, put away, tidy, wipe, dry

The student sweeps or moves items into a container.

container fastened below edge of table

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.

The student gives directions and shows clean-up task photos to partner.

BIGmack® communicator

Instructor: The instructor records one step on each of 3 BIGmack® communicators to clean a specific area, e.g. "1. Make the cloth wet." "2. Wipe off the table." "3. Dry the table." Take and print photos of each step. Fasten photos on device(s) to match task. Place in order, left to right.

Student: The student activates BIGmack® to direct partner to complete the first step.
The student waits to give the next direction until the partner completes the step.

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 partner completes each step. The student waits to give next direction until the partner completes the step.

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

battery-operated fan connected to switch with BDA

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 PowerLink®4 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.

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collect

to 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

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

iTalk2™
communicator

QuickTalker®
communicator

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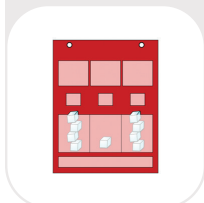
The student collects object for a set or set of objects from a display.

pocket chart
with objects

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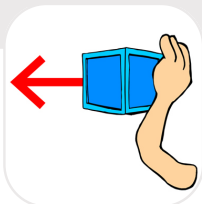
The student sweeps or moves desired objects(s) into a container to collect them.

container fastened
below edge of table

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
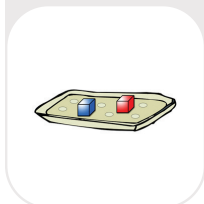
The student moves objects on adapted surface to collect them.

plastic tray

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

to 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
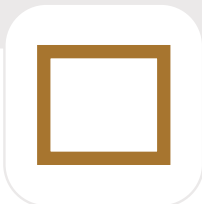
borders

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 (Ang-legs or 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 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.
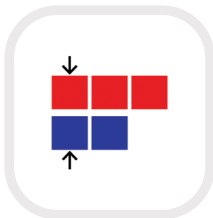
compare

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

Students compare amounts, numbers, and sizes.

Example 1

pocket chart with objects

pocket chart with fraction circles

The student chooses a set with more, less, or equal or the fraction circle with greater or fewer equal parts.

Instructor: The instructor shows a set of objects or fraction circle (white). The instructor places cubes or fraction circles (colored) in pocket chart to represent three choices of amounts (two matching one foil). Adjust choices based on individual needs and abilities. Errorless learning: place all three correct items.

Student: The student points to, eye gazes, touches, or verbally selects amount that is more, less, or equal to set of objects or fraction circle that has the same number of equal parts, e.g. choose pink fraction circle (sixths) to match shown white fraction circle (sixths). Errorless learning: any choice is correct.

Example 2

> = <

1	1	0
	3	5

The student chooses symbol with more, less, and equal to compare sets or numbers.

**Instructor:** The instructor places three choices (two correct, one foil) of pic-symbols for more, less, and/or equal symbols in pocket chart. Adjust choices based on individual needs and abilities. Errorless learning: place all three correct items. Option: for comparing large numbers, instructor writes each number on place value chart, one above the other to compare number and size of digits

Student: The student chooses the symbol to describe comparison of designated sets or numbers. Errorless learning: any choice is correct.

Example 3

plastic tray

> = <

The student uses ruler to compare length of two lines or shape sides.
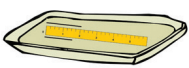
Instructor: The instructor fastens ruler to plastic tray and places one line above and one line below to compare. The instructor marks the ends of both lines on the ruler for clarity. The instructor gives choices (two correct, one foil) of pic-symbols for more, less, and/or equal. Adjust choices based on individual needs and abilities. Errorless learning: place all three correct items.

Student: The student chooses more, less, or equal to compare the top with the bottom line. Errorless learning: any choice is correct.

Example 4

balance scale

> = <

The student uses a balance scale to compare weight.

Instructor: The instructor gives choices (two correct, one foil) of pic-symbols for more, less, and/or equal. Adjust choices based on individual needs and abilities. Errorless learning: place all three correct pic-symbols. The 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 weight. Errorless learning: any choice is correct.
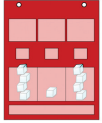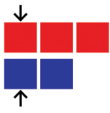
compare

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

Students compare amounts, numbers, and sizes.

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

iTalk2™ communicator

Talking Brix™

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."
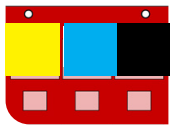
The student compares attributes.

pocket chart

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.

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

SuperTalker™ communicator

QuickTalker® communicator

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.
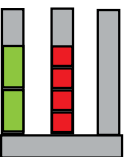
The student uses a fraction model to compare fractions.

fraction model

Instructor: The instructor gives choices (two correct, one foil) of pic-symbols for yes and no. The instructor places two fractions with different denominators on fraction model post. The instructor asks "Are these equivalent?"

Student: The student compares fractions to determine equivalence and chooses yes or no.

---

count

to 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

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 count a set of items.

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.

SuperTalker™ Communicator

QuickTalker® communicator

The student activates a multiple message communicator to count 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.

Step-by-Step™ communicator

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

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

to 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
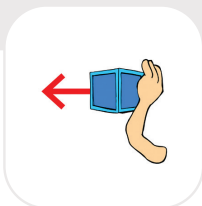
The student sweeps objects to count.

plastic tray

Instructor: The instructor fastens a tipped shoebox container on the edge of table or lap tray of wheelchair so open end faces plastic 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.

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

MathLine

MathLine with objects attached to tabs

Instructor: The instructor places MathLine on table. Option: fasten hard-side hook and loop material on each tab and soft-side 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.

The student uses a calculator to count or skip count.

calculator

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:

AbleNet®

cut

to 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

pre-adapted Battery Operated Scissors + switch

Optional Access:

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

Jelly Beamer™ wireless switch

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

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

pre-adapted Battery Operated Scissors

Talking Brix™

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

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 Battery Operated Scissors or connect battery device adaptor (BDA) and switch to battery-operated 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

wrapping paper or rolling scissors

The student cuts with rolling or wrapping paper scissors.

Instructor: The instructor provides rolling 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

loop scissors   **tabletop scissors**

The student uses commercially available adapted scissors to cut.

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.

Notes:

describe

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

Students describe 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, attributes, action, objects, or animals, e.g. "There is the hare sleeping!" Option: provide a counting window to frame a picture and draw attention to it. To make counting window, cut a hole in colored paper and laminate for durability.

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

borders

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 Ang-legs or craft sticks between each category: characters, setting, action, objects, and/or animals.
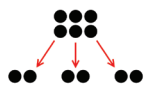
Student: The student chooses a pic-symbol or word that describes a part of the story and slides it between the borders of the appropriate category.

divide

to subtract repeatedly the same amount to determine number of sets or amount in each set.

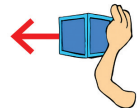*Students use manipulatives and the calculator to divide and solve problems.*
Other actions: split, solve, check

Example 1

Step-by-Step™ communicator

The student sweeps to divide and activates Step-by-Step™ communicator to count to determine amount in each set (quotient).

Instructor: The instructor fastens sticky notes matching number of sets (divisor) on plastic tray and places number of objects (dividend). The instructor counts consecutively to dividend as student sweeps one at a time to each sticky note. The instructor records sequence to quotient on Step-by-Step™ and points as student counts each set.

Student: The instructor counts aloud as student sweeps one object to each sticky note and repeats until dividend is gone. The student activates Step-by-Step™ to count amount in individual sets as instructor points (quotient). The student repeats for each set to make sure dividend is divided equally.

Example 2

MathLine with objects

The student uses a MathLine with objects, given the amount in each set (divisor), to determine the number of sets (quotient).

Instructor: The instructor fastens hard side hook and loop material to each tab of MathLine and soft side to each object, then fastens one object per tab on MathLine.

Student: The student slides objects on tabs to count amount in a set, then removes and places the set on the table. The student repeats until all objects are divided, then counts the number of sets for the quotient. The student counts the total number to see it matches the dividend of the division problem.

Example 3

Step-by-Step™ communicator

The student activates Step-by-Step™ to count quotient.

Instructor: The instructor records sequence to quotient on Step-by-Step™ and points to each item in a set or to each set to determine amount in each set or number of sets.

Student: The student checks each set to make sure dividend is divided equally. The student activates Step-by-Step™ to count amount in individual sets (quotient) or number of equal sets (quotient).

Example 4

calculator

Hitch™ switch interface

The student uses a calculator or calculator software to divide.

Instructor: The instructor places calculator and points to numbers in equation. The instructor places three choices (two correct, one foil) in pocket chart or places counting window on calculator and asks, "Which one?" Adjust choices based on individual needs and abilities. To make counting window, cut a hole in colored paper and laminate for durability. Options: instructor connects and sets up Hitch™ switch interface and switch or touchscreen to use calculator software.

Student: The student chooses the numbers and symbols from choice of three, one at a time. The student presses matching buttons on calculator with assistance as needed. Option: student uses switch or touchscreen to activate calculator software on computer.
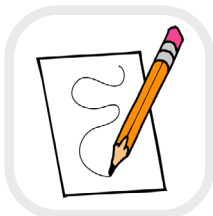
draw

to 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

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

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.

LITTLE
Step-by-Step™
communicator

BIG
Step-by-Step™
communicator

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

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.

iTalk2™
communicator

QuickTalker®
communicator

The student uses an adapted tool to draw.

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.

adapted writing tool

finger crayon

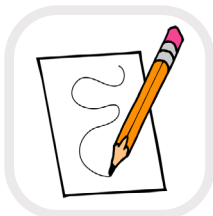### The student draws by tracing or with a guide.

Instructor: The instructor draws a shape or line with a highlighter or dotted lines.
Option: instructor provides an Ang-leg line, 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 Ang-leg line, craft stick, or shape as a guide.

draw

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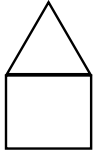
Instructor: The instructor consults with occupational therapist to design a book of simple figure drawings for a student to copy.

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

Example 6

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

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 placed under a stencil to produce its likeness.
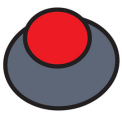
large stamp

watercolor dauber

Example 7

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

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: The student draws free-hand without the stencil.

mobile toy

Jelly Beamer™ wireless switch and receiver

Example 8

The student draws by crayon rubbing.

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 paper from large crayon and secure in a glove or mitten with hook and look material.

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

adapted writing tool

finger crayon

email

to read and write email

Students read and respond to emails, write their own, and attach items to send via email.

Note: All Internet searches, work, uploads, downloads, and social networking should be under the supervision of an adult.

Example 1

Talking Brix™

TalkTrac™ communicator

The student opens email and reads it with a partner.

Instructor: The instructor shows three pic-symbol choices (open, read, explain) or fastens on multiple message communicator and records choices. Option: record "Read please" on single message communicator. Show photos of email senders for student to choose which email to open first, next, etc.

Student: The student chooses direction for partner by eye gaze, touch, point, or by activating multiple message communicator. Option: student activates single message to ask partner to read an email message. Chooses photo of email sender to indicate which one partner reads first, next, etc.

Example 2

Blue2™ switch

The student opens email with 2 switches.
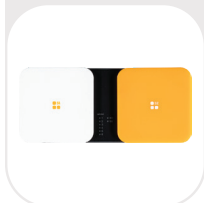
Instructor: The instructor sets up Blue2, switch control, and an email app on an iPad. Options: step or auto scan.

Student: The student uses switches to scan and select to open email app, choose Inbox, and email message to open and read. Options: student may use step or auto scanning. Student may read email with text-to-speech webpage reader or ask a partner to read.

Example 3

SuperTalker™ communicator

QuickTalker® communicator

The student writes an email message with a partner.

Instructor: The instructor shows picture or pic-symbol choices to represent topics and age-appropriate greetings, phrases, and sentences to write in an email message, or fastens on a multiple message communicator along with the phrase "I want to write..." on the first button and records messages to match.

Student: The student chooses pic-symbols to represent desired email content by eye gaze, touch, or point, or activates the communicator to direct a peer what to write and send in a message.

Example 4

Blue2™ switch

The student writes an email message with 2 switches and an onscreen keyboard.
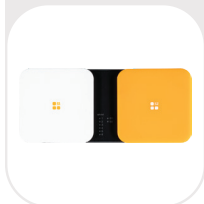
Instructor: The instructor sets up Blue2, switch control, and an email app on an iPad. Options: step or auto scan.

Student: The student uses switches to scan and select to open email, select "Write" and "Send," choose email recipient, use onscreen keyboard to write subject and compose email message. Options: student may use step or auto scanning.

email

to read and write email

Students read and respond to emails, write their own, and attach items to send via email.

Note: All Internet searches, work, uploads, downloads, and social networking should be under the supervision of an adult.

SuperTalker™ communicator

QuickTalker® communicator

## The student responds to an email message with a partner.

Instructor: The instructor shows picture or pic-symbol choices to represent age-appropriate greetings, phrases, and sentences to write a response to a specific email message. The instructor fastens the student's choices on a multiple message communicator with the phrase "I want to write..." on the first button and records messages to match.

Student: The student chooses pic-symbols to represent desired response to an email by eye gaze, touch, or point. The student activates the communicator to direct a peer what to write to respond to a message and send it.

Blue2™ switch

The student responds to an email message with 2 switches and onscreen keyboard.

Instructor: The instructor sets up Blue2, switch control. Options: step or auto scan.

Student: The student uses switches to scan and select to open email account, open email message, and select "Reply" and "Send" on task bar. The student uses a switch and onscreen keyboard to scan and select rows and letters to write the subject and compose the message. Options: student may use step or auto scanning.

BIGmack® communicator

The student attaches a document or image to an email message with a partner.

Instructor: The instructor provides image or document choices to send in a message. The instructor fastens pic-symbol for "attach" and records "Please attach this to an email to send to ____" on a single message communicator. Option: show photos of email senders for student to choose which email to open first, next, etc.

Student: The student chooses image or document by eye gaze, touch, point, or verbal selection. The student activates the communicator to direct partner to place the attachment to an email and send it. Option: student chooses photo of email sender to indicate which one partner reads first, next, etc.

Blue2™ switch

The student attaches a document or image to an email message with 2 switches.

Instructor: The instructor sets up Blue2, switch control. Options: step or auto scan.

Student: The student uses switches to open email account & select "Write," "Attach," and "Send" on task bar. The student uses switches & onscreen keyboard to scan and select rows/letters to write the subject and message. Options: step or auto scanning.

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enter

to press numbers and/or symbols to count or solve a problem

Students use a calculator for counting, skip counting, addition, subtraction, multiplication, and division.
Other actions: press, operate, activate

pocket chart

counting window

The student chooses the correct number or symbol from a display, locates on calculator, and presses.

Instructor: The instructor places three choices of numbers/symbols in pocket chart or places counting window over buttons in row of calculator and asks, "Which one?" Adjust choices based on individual needs and abilities. To make counting window, cut a hole in colored paper and laminate for durability. For errorless learning: Place all three correct choices.

Student: The student chooses the correct number or symbol and looks on calculator to locate it, or chooses on calculator with choices framed by counting windows.

adapted pencil for pressing button on calculator

The student presses button with a tool or body part.

Instructor: The instructor broadens the width of an unsharpened pencil by wrapping adhesive back, foam weather stripping, foam pipe insulation, or soft-side hook and loop material, with pencil eraser exposed. Option: for buttons with a larger surface, consult OT/PT for the optimal switch site to press a button.

Student: The student grasps the tool and presses the eraser portion of pencil on calculator or other button. Option: for buttons with a larger surface, student uses body part and switch site for easiest access, as determined by consultation.

Step-by-Step™ communicator

1+1=2

The student gives directions with a Step-by-Step™ communicator or other device.

Instructor: The instructor records equation on Step-by-Step™ to be entered in the calculator, one number or symbol at a time.

Student: The student gives directions to peer or adult one step at a time for entering equation into calculator.

touchscreen

Hitch™ switch interface

The student uses calculator software to access the calculator.

Instructor: The instructor connects and sets up switch access with Hitch™ switch interface, switch, and calculator software. Option: connect touchscreen access to computer.

Student: The student uses switch or touchscreen to activate calculator software.

erase

to remove or eradicate

Students erase to de-select an item that does not belong in a set or to participate in a math game.
Other actions: cross-off, cross-out, remove

Example 1

eraser with loop attached

eraser attached to glove

The student erases with an adapted board eraser.

Instructor: The instructor constructs a loop from hook and loop material and fastens on board eraser. Option: fasten strip of soft-side hook and loop material on palm of glove. Fasten rough-side hook and loop material to eraser and attach eraser to glove.

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, or gel board with a glove, mitten, hand, or arm.

Instructor: The instructor assists student in placing glove or mitten for erasing board. The instructor shows student how to use sweeping motion with arm or back of hand (with or without glove/mitten) to erase gel board. Option: a sock can be placed on foot or an object for erasing. Note: erasing a gel board does not require a glove or mitten.

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

5

borders

The student erases within set borders.

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

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

Example 4

rubber stamp

X

The student stamps to cross-out or cross-off.
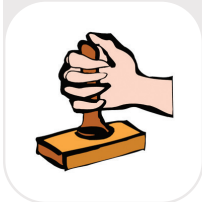
Instructor: The instructor provides rubber stamp (use X or /).

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

Notes:

estimate

to guess an amount based on previous experience and/or information

Students learn how to estimate amounts and sizes.
Other actions: guess, predict, round

Example 1

11 10 2

counting window

The student chooses an estimate from three numbers.

Instructor: The instructor shows a set of objects and places three choices (two possible correct, one foil) of estimated amounts. Adjust choices based on individual needs or abilities. Option: place counting window over each until student indicates choice. To make counting window, cut a hole in colored paper and laminate for durability. Errorless learning: all estimates are within correct range.

Student: The student chooses a number amount to estimate a given set of objects.

Example 2

The student chooses an estimate of similar size or amount represented by pictures or pic-symbols.

Instructor: The instructor places pic-symbols to depict objects or sets that are similar in amount or size to the amount to be estimated (plus one foil), e.g. to esti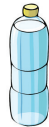mate the weight of a book, give choices of an elephant, a water bottle, and a basketball. Pic-symbol choices may be adjusted for individual needs or abilities.

Student: The student chooses picture or pic-symbol of an object or set of objects that are similar in weight or size to the amount to be estimated.

Example 3

The student chooses an estimate from objects of similar size or amount.

Instructor: The instructor places two objects or sets of objects on table that are similar in amount or size to the amount to be estimated (plus one obvious foil), e.g. place a bag of apples, a large book, and a feather when estimating the weight of a bag of flour. Adjust choices based on individual needs and abilities. Errorless learning: place all three objects similar to amount to be estimated.

Student: The student chooses the set of objects that are of similar weight or size to the amount to be estimated. Errorless learning: any choice is a reasonable estimate.

Example 4

10 20 30 40 50

Step-by-Step™ communicator

The student uses a multiple message communicator to skip count to estimate amount in a given set.

Instructor: The instructor divides a set into rough groups of ten and records skip counting by 10's on Step-by-Step™ communicator. The instructor points to each set as student counts. Option: after counting, instructor displays three number choices (two correct, one foil). Adjust choices based on individual needs and abilities.

Student: The student activates the Step-by-Step™ to skip count as instructor points. The last number counted is the estimate. Option: student chooses the last number counted from choice of three.

Notes:

explore

to explore items or pictures

Students can explore objects, pictures, counters, textures, and tools.
Other actions: touch, try

Example 1

counting window

3-ring binder

The student explores pictures on a slant board.

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
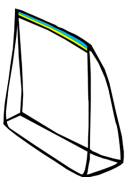
jumbo zipper bag

**paint jar**

The student explores color with paint.

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, zips, and seals with duct tape. The instructor anchors the bag to laptray or tabletop. Option: anchor to a slant board.

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

Example 3

textured ball
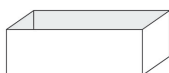
container

The student explores a variety of textures.

Instructor: The instructor anchors a variety of textures on tabletop or lap-tray, e.g. carpet squares, cloth, textured 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 laptray 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

3-ring binder
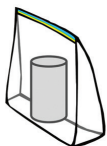
object placed inside plastic zipper bag

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.

facebooking

to read, write, comment, and view photos on social networking website

Students send and accept friend requests, browse, read, like, and comment on messages and newsfeed, view photos, and write a status on Facebook.

Note: All Internet searches, work, uploads, downloads, and social networking should be under the supervision of an adult.

Example 1

Talking Brix™

counting window

The student sends and accepts friend requests on Facebook.

**Instructor:** The instructor records "yes," "no," and "maybe" on multiple message communicator. To find friends the instructor places counting window over choices on side bar and asks, "Do you want to request this friend on Facebook?" The instructor shows friend requests and asks, "Do you want to accept this friend on Facebook?" To make counting window, cut a hole in colored paper and laminate for durability. Option: to find friends, show friend pictures and/or names on cards or written in a list for student to choose and type name to search on Facebook page.

Student: The student chooses friends to request or accept by activating communicator to say "yes," "no," or "maybe" to each presented, and partner selects "Accept" on Facebook page.

Example 2

Blue2™ switch

The student requests a friend with 2 switches.
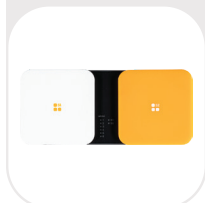
Instructor: The instructor sets up Blue2, switch control, and Facebook app on iPad. Options: auto or step scan.

Student: The student uses switches to open Facebook, scan, and select Search box, then types in friend name to request. When names appear on drop-down menu, student scans and selects name. On new page, student selects "+ Add friend" and/or back button to return to Facebook home page. Option: student may use adapted mouse, touchscreen, or adapted keyboard.

Example 3

QuickTalker® communicator

SuperTalker™ communicator

The student chooses what to do on Facebook with a partner.

Instructor: The instructor records "see newsfeed," "see photos," "see status," "see messages;" and "read," "skip," "like," and "write" on multiple message communicator and fastens matching pic-symbols.

Student: The partner asks, "What do you want to do?" The student activates communicator to choose.

Example 4

Blue2™ switch

The student reads Newsfeed on Facebook with switches.
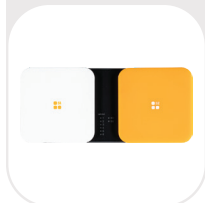
Instructor: The instructor sets up Blue2, switch control, and Facebook app on iPad. Options: auto or step scan.

Student: The student uses switches to open Facebook and sign in, and scan to choose Newsfeed, then scan tab function to read Newsfeed entries. Options: step or auto scan. Student may read Newsfeed entries with text-to-speech webpage reader or ask a partner to read.

facebooking

to read, write, comment, and view photos on social networking website

Students send and accept friend requests, browse, read, like, and comment on messages and newsfeed, view photos, and write a status on Facebook.

Note: All Internet searches, work, uploads, downloads, and social networking should be under the supervision of an adult.

Example 5

The student writes and posts a status or comments on newsfeed with a partner.

Talking Brix™

SuperTalker™ communicator

Instructor: The instructor records age-appropriate phrases, quotes, current emotion, activity, and the words "post it" on a multiple message communicator (e.g. cool, love it, LOL, great day!, chilling, yes, no, etc.) and fastens pic-symbols to represent messages.

Student: The partner asks, "Do you want to post a new status?" or reads newsfeed entry and asks, "Do you want to comment on this?" and "What do you want to write?" The student activates communicator to choose what to write or answers "yes" or "no" to partner's suggestions. The partner types the message to status or newsfeed comment, and student activates communicator to say, "Post it!"

Example 6

The student writes and posts a status with 2 switches.

Blue2™ switch

Instructor: The instructor sets up Blue2, switch control, and Facebook app on iPad. Options: auto or step scan.

Student: The student uses switches to open Facebook icon and sign in, scan and select "Status," and writes a status in the box. The student scans and selects "Post." Options: auto or step scan.

Example 7

The student reads and replies to a message with a partner.
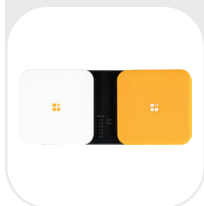
SuperTalker™ communicator

QuickTalker® communicator

Instructor: The instructor records "see newsfeed," "see photos," "see status," and "see messages;" "read," "skip," "like," and "write" on multiple message communicator and fastens matching pic-symbols.

Student: The partner asks, "What do you want to do with the messages?" The student activates the communicator to direct a peer to read the message. The student activates the communicator to indicate a desire to write a response to the message. (see Example #5 for writing a comment.)

Example 8

The student reads and replies to a message with 2 switches.
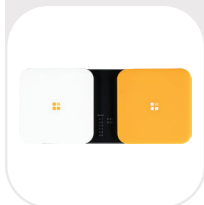
Blue2™ switch

Instructor: The instructor sets up Blue2, switch control, and Facebook app on iPad. Options: auto or step scan.

Student: The student uses switches to open Facebook icon and sign in, scan and select "Messages," open current message from list to read, and message box to write a reply. The student scans and selects "Reply." Options: auto or step scan; adapted mouse, adapted keyboard, touchscreen.

facebooking

to read, write, comment, and view photos on social networking website

Students send and accept friend requests, browse, read, like, and comment on messages and newsfeed, view photos, and write a status on Facebook.

Note: All Internet searches, work, uploads, downloads, and social networking should be under the supervision of an adult.

Example 9

Talking Brix™

TalkTrac™ communicator

The student browses, reads, and/or 'likes' newsfeed with a partner.

Instructor: The instructor records "see newsfeed," "see photos," "see status," and "see messages;" "read," "skip," "like," and "write" on multiple message communicator and fastens matching pic-symbols.

Student: The partner shows as many newsfeed choices as fit on screen and asks, "What do you want to do on the newsfeed?" The student activates "read," "skip," "like," or "write" on the communicator. The partner reads or skips newsfeed if directed to do so, then asks again. The partner clicks "like" or types student's comment (see Example #5 for writing a comment) as directed.

Example 10
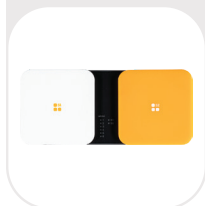
Blue2™ switch

The student reads and 'likes' a newsfeed entry with 2 switches.

Instructor: The instructor sets up Blue2, switch control, and Facebook app on iPad. Options: auto or step scan.

Student: The student uses switches to open Facebook and sign in, scans to choose Newsfeed, then scans tab function to read Newsfeed entries, and scans to "Like" button to select if desires. Options: step or auto scan. Student may read Newsfeed entries with text-to-speech webpage reader or ask a partner to read.

Example 11

counting window

The student chooses and views photos with a partner.

Instructor: To upload, the instructor shows photos (three choices at a time) for student to choose for Facebook and uploads them. The instructor shows three choices of album names to sort photos. The instructor shows album name and three photo choices. The instructor says, "Show which photo goes here." To view photos, the instructor provides counting window for partner to show choices. To make counting window, cut a hole in colored paper and laminate for durability.

Student: To upload, the student chooses photos by eye gaze, touch, point, or verbal selection. To view, partner locates photos on Facebook, moves counting window over album or photos and asks, "Which do you want to see?" Student chooses album or photo to view by eye gaze, touch, point, or verbal selection.

Example 12
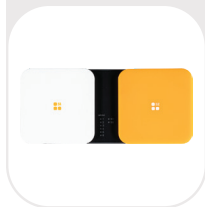
Blue2™ switch

The student chooses album to view photos with 2 switches.

Instructor: TThe instructor sets up Blue2, switch control, and Facebook app on iPad. Options: auto or step scan.

Student: The student uses switches to open Facebook and sign in and scans to choose "Photos" and an Album to open to view photos. Options: select first photo to enlarge, then scan and select arrow to view photos in a slide show. Options: auto or step scan.

fasten

to secure or attach

Students use 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

adapted gluestick

counting window

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.

sponge brush

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.

BIGmack® communicator

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

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 partner to help fasten an item.

plastic tray

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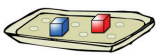
Instructor: The instructor fastens hook and loop material to item and surface or places tape partially on area to be fastened. Assist as needed to secure the remaining amount of tape.
Option: Place two-sided tape on surface.

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

Notes:

find

to locate or indicate a location

Students locate pictures on a poster or book to count, match, or identify, or to demonstrate background knowledge. Students locate a coordinate or place to plot a coordinate on a graph. Other actions: locate, point to, explore, plot

Example 1

counting window

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

borders

The student uses Ang-leg or craft stick borders to locate number on a chart.

Instructor: The instructor fastens Ang-leg or 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 number 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.

Example 4
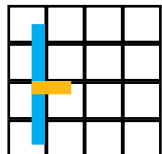
guide

The student uses Ang-leg or craft stick guide to locate a coordinate on a graph or numbers in a grid.

x	1	2	3
1	1	2	3
2	2	4	6
3	3	6	9

Instructor: The instructor fastens two vertical lines with horizontal line in center (flipped to right of line) to use as a tool. Place at corner just below 0. Give to student or count and move right for x-axis, then count and move up for y-axis. Mark point on graph using corner of tool as a guide. Tip: start upper left corner on multiplication chart.

Student: The student moves tool and marks or indicates coordinate point, or watches as the instructor moves the tool and indicates "this one" when it reaches the correct place (number) for the x-axis (numbers at bottom of graph), then repeat with y-axis (numbers on left side). Student marks point on graph at corner of tool.
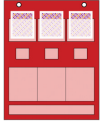
flip

to turn upside down or right side up.

Students flip cards in a game or matching activity.
Other actions: draw cards, turn over

Example 1

pocket chart

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

All-Turn-It®
spinner

Optional Access:

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

Jelly Beamer™ wireless switch

The student randomly selects a card to flip or draw on the All-Turn-It® spinner.

Instructor: The instructor places cards randomly on All-Turn-It® spinner.

Student: The student spins to choose card to flip.

Example 3

BIGmack®
communicator

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

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

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

Example 4

TalkTrac™
communicator

The student activates a multiple message communicator to ask a partner to flip 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 partner when playing a game.

Notes:

fold

to press a crease into paper or other object

Students fold shapes to prove symmetry, make a card, or complete an art project.
Other actions: crease, press

### Example 1

fold line

The student flips one side of paper 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. 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
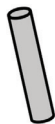
dowel

The student presses fold line.

Instructor: The instructor begins 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

**BIGmack®
communicator**

The student asks a partner to fold with a single message 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
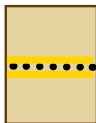
**highlighted
fold line**

**blue craft stick
guide**

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: The instructor fastens Ang-leg(s), 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.

Notes:

hold

to keep an item with hands or other body parts

*Students hold items to explore them; also may need to hold cards for a game, or hold up a requested item.
Other actions: hold up, hold up fingers, touch*

Example 1

clip hanger

10-frame for 8

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

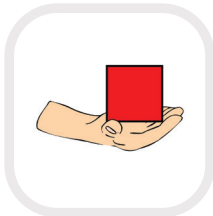**Instructor:** The instructor attaches item(s) to clip hanger or plastic surface with handle hole (e.g. lightweight cutting board). Option: To hold up fingers, fasten 10-frame card or number set card with correct amount.
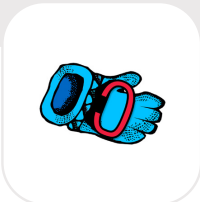
Student: The student holds the item attached to tool or object with handle.

Example 2

glove with attached eraser

mitten with attached loop

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 or glove, then fold a 12" hard-side strip back on itself to make 6" strip. Fasten both ends to palm of mitten or glove to make a loop. Open one end of loop to insert an object handle. Re-fasten to mitten or glove.

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

Example 3

object inside plastic zipper bag

3-ring binder

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

3-ring binder

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.

Notes:

identify

to establish name or label

Students identify letters, words, or numbers to learn letter names and sounds, numbers, or vocabulary in any subject.
Other actions: name, define, recognize, label

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, number, 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 shape is a circle." Option: when asked to identify the item, student activates the Talking Brix™ nearest to it.

Example 2

iTalk2™ communicator

SuperTalker™ communicator

The student activates a multiple message communicator to identify.

Instructor: The instructor records the names of items, words, numbers, letters, letter sounds, 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

pocket chart

The student chooses from three names, words, letters, or numbers given verbally to identify.

Instructor: The instructor shows three choices of names, words, letters, or numbers in pocket chart and says, "Show ____." for student to identify from choices. Adjust choices based on individual needs and abilities. Errorless learning: make all three choices correct.

Student: The student eye gazes, points, touches, or verbally selects to identify.
Errorless learning: any choice is correct.

Example 4

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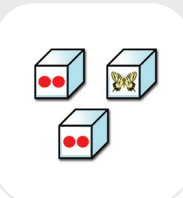
Instructor: The instructor fastens each number, letter, or pic-symbol to a block and places three choices near a word (to read or identify initial letter). The instructor points and says, "Identify the word," or "Choose the first letter of the word."

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.

knock

to make a noise to call attention

Students knock on a classroom or office door, or younger children have fun knocking on a play door and watching what happens next.

Example 1

The student activates a BIGmack® communicator to make a knocking sound.

Instructor: The instructor records a knocking sound on BIGmack®.

Student: The student activates the BIGmack® to knock.

BIGmack® communicator

Example 2

The student taps to make a knocking sound.

Instructor: The instructor places or secures instrument to surface or places in student's hand. The instructor broadens width of stick by wrapping with self-adhesive soft-side hook and loop material, foam pipe insulation, or duct tape. Option: fasten hook-side material in glove. The instructor assists student in putting on glove and attaching stick.

Student: The student holds the stick and taps it to make a knocking sound.
Option: student wears the glove to hold and tap with the stick.

hook and loop material

Example 3

The student activates a single message communicator to ask a peer to knock.

Instructor: The instructor records directions for a peer to knock, e.g. "Please knock," in the LITTLEmack® communicator.

Student: The student activates the LITTLEmack® to ask a peer to knock.
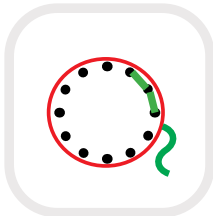
LITTLEmack® communicator

Example 4

The student activates Talking Brix™ placed near doorway.

Instructor: The instructor records a knocking sound on Talking Brix™ and "Hello!" on a second Talking Brix™ placed near doorway.

Student: The student activates the Talking Brix™ to knock and say hello.

Talking Brix™

Notes:

lace

to place string, yarn, or pipe cleaners in and out of holes to make a border or design

All students can have fun lacing the borders of theme-related shapes or paper quilt squares, or sewing plastic canvas designs (embroidery, needlepoint). Other actions: sew

Example 1

straw tool

dowel tool

The student laces with an adapted lacing tool.

Instructor: The instructor punches larger holes on edge of card for lacing. The instructor cuts a plastic straw in half.The instructor runs a length of yarn through the straw and ties the yarn to itself to secure it. Option: Use narrow, short wooden dowels with a slit at the top for yarn or string. Knot end of yarn or string near slit to keep it secure.

Student: The student grasps the straw and pushes and pulls it through the holes to lace the card.

Example 2

plastic canvas

straw tool

The student uses plastic canvas for lacing or sewing.

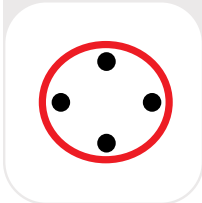**Instructor:** The instructor cuts the desired shape from large hole plastic canvas and provides adapted lacing tool (see above) or pipe cleaners as needed.

Student: The student laces with string around the shape or through any of the holes in the canvas.

Example 3

circle border with fewer holes

The student uses a shape with fewer holes to lace.

Instructor: The instructor punches a small amount of holes around a shape or in a design to give the student more space to move the lacing tool.

Student: The student uses lacing tool and yarn or string to lace between the holes (see above).

Example 4

Talking Brix™

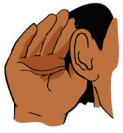### The student activates Talking Brix™ to direct a partner to lace the border of a shape or sew.

Instructor: The instructor records directions for lacing or sewing on Talking Brix™: "Up," "Down," and "Turn the corner." Fasten matching pic-symbols to represent each direction.

Student: The student activates Talking Brix™ to give directions for lacing or sewing.

Notes:

listen

to hear talking and understand what was said

Students attend to task, listen to the instructor, and remain engaged and focused. Other actions: attend, engage

The student sits close to instructor.

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

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

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.

**QuickTalker®
communicator**

pocket chart

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

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.

**Step-by-Step™
communicator**

The student redirects attention to the discussion or demonstration.

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: 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

to 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.
Other actions: watch, see, examine, attend*

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

flashlight

**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

**3-ring binder**

**object inside
plastic zipper bag**

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. Some students may feel an object as a way of looking at it.
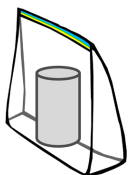
Example 4

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 counting windows to multiple locations with sticky tac.

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

make

to stack, add parts to a design, and/or manipulate materials to create
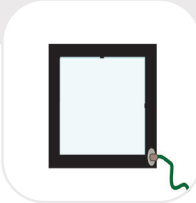
students build towers for cause and effect, for a game, or create a shape, pattern, or design with objects.
Other actions: create, build, stack, assemble, construct, complete, duplicate, design, copy, extend

Example 1

BIGtrack™

touchscreen

The student uses a touchscreen or adapted mouse with online manipulatives to make a design or pattern.

Instructor: The instructor connects and sets up touchscreen or adapted trackball to the computer. The instructor locates online manipulatives on the Internet.

Student: The student uses the touchscreen or adapted trackball to select shapes or blocks for a pattern or design. A partner moves the objects in place to complete the pattern as needed.

Example 2

iTalk2™ communicator

growing geometric pattern

The student activates a multiple message communicator to direct others to add or remove building pieces or units in a pattern.

Instructor: The instructor records and fastens matching pic-symbols to iTalk2™ or QuickTalker® for directions to build, e.g. "Place two more blocks;" or to copy , create, or extend pattern, e.g. "Place two more hexagons," or "Take off two triangles," etc. Option: place Ang-leg borders to create a path to the pattern so student can slide pieces into place.

Student: The student activates the iTalk2™ or QuickTalker® to give directions to partner to build a tower or to copy, create, or extend a pattern.

Example 3

SuperTalker™ communicator

pocket chart

The student activates the SuperTalker™ to choose colors or paper shapes to make a design.

Instructor: The instructor records individual colors and shapes and fastens matching pic-symbols on the SuperTalker™ communicator. Option: place three choices (objects or pic-symbols) of colors, shapes, and/or Ang-legs or craft sticks (for lines) in pocket chart.

Student: The student chooses and selects directions for partner to make or add to a design made of paper or other material. Option: student eye gazes, points to, touches, points, or verbally selects choices to add to the design.

Example 4

play dough

play dough inside plastic zipper bag

The student makes a ball or other figures out of dough.

Instructor: The instructor softens play dough and partially makes a ball. The instructor provides a vinyl glove or places in zipper bag as needed for tactile defensiveness. The instructor guides the student's hand with support under forearm.

Student: The student places hand on dough and follows the instructor's movements to make a ball, roll a rope, or press dough figure flat.
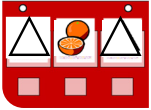
Notes:

match

to identify identical items or attribute

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

Example 1

pocket chart

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

Instructor: The instructor places three choices (two correct, one foil) of objects, letters, numbers, words, or pic-symbols in pocket chart. Adjust choices based on individual needs and abilities. The instructor holds the item to match next to each choice. Errorless learning: instructor places all correct answers for choices. 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. Errorless learning: any answer is correct. Option: student activates each device to choose matching sounds by eye gaze, touch, point, or verbal selection.

Example 2

LITTLEmack® communicator

BIGmack® communicator

### The student activates a single message communicator to match.

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. Adjust choices based on individual needs and abilities. Errorless learning: instructor places all correct answers for choices. Option: display three letter choices and record letter sound on BIGmack® communicator.

Student: The student activates the communicator to indicate a match. Errorless learning: any answer is correct. 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

iTalk2™ communicator
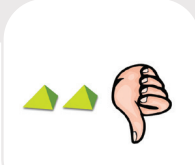
The student activates the iTalk2™ communicator to match items.

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

All-Turn-It® spinner

Optional Access:

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

Jelly Beamer™ wireless switch

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

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

to identify identical items or attribute

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

Talking Brix™

LITTLEmack® communicator

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

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.

LITTLE Step-by-Step™ communicator

All-Turn-It® spinner

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.

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.

Talking Brix™

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

Instructor: The instructor records a letter sound on each Talking Brix™ communicator 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.
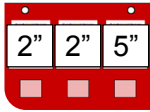
Notes:

measure

to apply a standard unit of measurement for comparison

Measurement is a real-life application of the ordered number system, useful for personal health, grocery shopping, building, and making comparisons. Other actions: weigh, fill

The student measures a line or straight edge.

guide and ruler

pocket chart

Instructor: The instructor fastens ruler to wall, table, or white board and Ang-leg or craft stick at 0 (perpendicular to ruler) for guide; places line or straight edge at guide, and shows student. The instructor places three choices of measurement (two correct, one foil) in pocket chart. Adjust choices based on individual needs and abilities. Errorless learning: place three correct answers for choices.

Student: The student locates the end point and chooses the amount in inches or feet from three choices. Errorless learning: any choice is correct.

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. Instructor places an item on scale. The instructor points to marked end point and reads it, shows three pic-symbol choices (two correct, one foil) using more, less, and/or same in pocket chart, and asks student to choose. Adjust choices based on individual needs and abilities. Errorless learning: all choices are correct.

Student: The student looks at dial and chooses by eye gaze, touch, pointing, or verbal selection if more or fewer 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. Errorless learning: any choice is correct.

### 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. Adjust choices based on individual needs and abilities. Errorless learning: place three correct answers for choices.

Student: The student looks at amount on scale and matches to one of the choices by eye gaze, touch, pointing, or verbal selection. Errorless learning: any choice is correct.
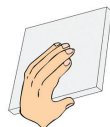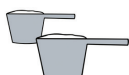
The student measures and levels dry ingredients in a recipe.

square container lid

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-symbols. Adjust choices based on individual needs and abilities. Errorless learning: place three correct answers for choices.

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 or less or keep the same amount in the measuring cup or spoon. Errorless learning: any choice is correct.
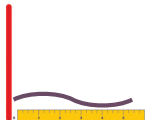
measure

to apply a standard unit of measurement for comparison

Measurement is a real-life application of the ordered number system, useful for personal health, grocery shopping, building, and making comparisons. Other actions: weigh, fill

Example 5

ruler and guide

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

Instructor: The instructor fastens ruler to tray and Ang-leg or 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 as needed). 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

adapted protractor on tray

The student compares angles to 90-degree angle measurement.

Instructor: The instructor fastens protractor at edge of tray. The instructor fastens protractor arm at 90 degrees and red Ang-leg or craft stick angle to protractor arm and base. Make obtuse or acute yellow Ang-leg or craft stick angle and fasten onto red angle vertex for comparison.

Student: The student compares red and yellow angles to determine if yellow angle is 90 degrees, obtuse, or acute.
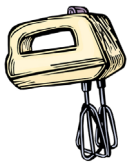
Example 7

adapted protractor on tray

The student compares polygon angle to 90-degree angle measurement.

Instructor: The instructor fastens protractor at bottom edge of tray. The instructor fastens protractor arm at 90 degrees and extends protractor arm and base with Ang-leg or craft stick.

Student: The student places triangle or other polygon vertex at vertex of extended angle and side at the base to determine if measures 90 degrees.

Notes:

mix

to combine or blend into one amount

Mixing ingredients for cooking, art, and science experiments provides unlimited learning opportunities.
Other actions: blend, stir

Example 1

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.

Instructor: The instructor provides a gallon size, heavy duty plastic zipper bag. Once ingredients are in the bag, the instructor zips it shut and reinforces the closing with heavy tape.
Note: dry or wet ingredients may be mixed this way.

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, solve problems, group, and regroup. Other actions: pass, slide, remove, sweep, adjust, join, separate, join, exchange, and regroup

Example 1

borders and gates on place value chart

Step-by-Step™ communicator

The student moves groups of ones, tens, and hundreds to appropriate place on place value chart.

Instructor: The instructor snaps two Ang-legs together and fastens bottom to vertical line(s) on place value chart. Top Ang-leg swings left like a gate. Add more Ang-legs on top to make border higher. Record amount on Step-by-Step™ communicator. Option 1: the instructor places set in cup or bag before student moves to next place. Option 2: fasten 2 craft sticks together and slide up to open gate.

Student: The student places set of 10 or 100 in cup or bag and slides through gate to appropriate place. Student activates Step-by-Step™ to state amount. Option: the student moves pre-bagged sets.

Example 2
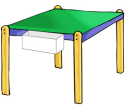
container fastened below edge of table

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: The student grasps bottom of bag and pulls to dump the sand or dirt.

Example 3

container
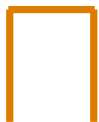
borders

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 Ang-leg or 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 tens."

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