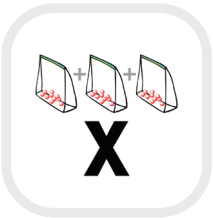


mulitply

to add the same amount repeatedly; to increase size by scale

Students use manipulatives and the calculator to multiply and solve problems.
Other actions: solve, check

Example 1

The student sweeps to count number sets to multiply and activates Step-by-Step™ communicator to count the product.

Step-by-Step™ communicator

Instructor: The instructor counts items into sets to match first factor (# of items) and second factor (number of sets) plus one extra set. Record number sequence (product) on Step-by-Step™ communicator. The instructor places sets and counts each set aloud as student sweeps. Point to items as student counts.

Student: The student sweeps each set and stops when instructor finishes counting to second factor. The student activates Step-by-Step™ to count product as instructor points to each individual item in all the sets.

Example 2

The student activates Step-by-Step™ communicator to skip count to multiply.

Step-by-Step™ communicator

Instructor: The instructor records skip counting sequence on Step-by-Step™ communicator. The instructor places items into sets to match first factor (number of items) and second factor (number of sets). The instructor points to or moves sets as student counts.

Student: The student activates Step-by-Step™ communicator to skip count as instructor points or sweeps each set and stops when instructor finishes moving or pointing to sets. The last number counted is the product.

Example 3

The student uses MathLine with objects to multiply.

MathLine

Step-by-Step™ communicator

Instructor: The instructor fastens objects (match first factor amount) on MathLine. The instructor counts first set as student slides. The instructor removes, places next set of objects, and repeats until number of sets matches second factor. The instructor records number sequence on Step-by-Step™ and points as student counts. Option: use sheets of paper to represent second factor and place one set on each.

Student: The student slides set to the left and repeats for each set until all sets are completed. The student counts product as instructor points to each item, e.g. for 3 x 4: student slides three objects four separate times as instructor places them in four sets, then activates Step-by-Step™ to count the product, 12.

Example 4

The student uses a calculator or calculator software to multiply

calculator

Hitch™ switch interface

Instructor: The instructor places calculator and points to numbers in equation. The instructor places choices (two correct, one foil) 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. Option: connect and set up switch and Hitch™ switch interface or touchscreen with 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. Option: The student uses scanning and switch or touchscreen to activate calculator software.

1.
2.
3.
4.
5.

order

to place letters or numbers in a sequence in correct order

Students order letters or numbers in a sequence.
Other actions: sequence, number

Example 1

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

iTalk2™ communicator

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

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

Example 2

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

Step-by-Step™ communicator

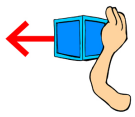
Instructor: The instructor records each letter or number in sequence on the Step-by-Step™ (one per step). The instructor places/writes each letter or number the student says in order so the student can see the sequence.

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

Example 3

The student says letter or number and sweeps to select it.

Step-by-Step™ communicator

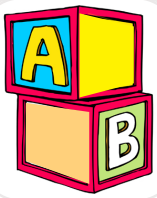


Instructor: The instructor records each letter or number in order on the Step-by-Step™ communicator. The instructor fastens each to a block. The instructor waits for student to say the next letter or number and places matching letter or number on tray for student to sweep or touch. The instructor picks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

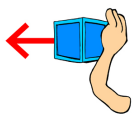
Student: The student activates the Step-by-Step™ to say the next letter or number. The student sweeps the block with the correct letter or number to the side of the tray and waits for the instructor to place it.

Example 4

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



letters on blocks



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

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

paint

to apply color to paper or cloth with paint

Students paint to be creative, making works of art, cards, holiday decorations, illustrations for a book, bulletin board designs, posters, and designing T-shirts for a school-wide fund raiser.

Example 1

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

Paint 'N' Swirl™

Optional Access:

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

Jelly Beamer™ wireless switch

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

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

Example 2

The student uses an adapted paint tool to paint.

adapted paintbrush

commercially made adapted paint brush

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

Student: The student grasps handle and paints.

Example 3

The student uses alternative painting tools

spray bottle

paint roller

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

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

Example 4

The student wears vinyl gloves to paint.

vinyl glove

paint inside plastic zipper bag

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

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

Notes:

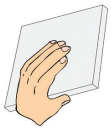
pat

to use hands or tools to smooth down a surface

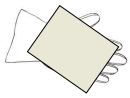
Students pat play dough or wet sand to make the surface flat and smooth.
Other action: smooth

Example 1

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



plastic lid



plastic lid fastened to glove

Instructor: The instructor provides a plastic lid for the student to use. Option: fasten hard-side hook and loop material inside a glove or mitten and soft-side to the lid to assist holding the lid.

Student: The student presses and slides the lid on top of sand or play dough to smooth it.

Example 2

The student pats surface covered with plastic wrap.

plastic wrap

play dough

Instructor: The instructor places plastic wrap on play dough or sand surface for students with tactile defensiveness.

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

Example 3

The student wears gloves to pat or smooth the surface.

vinyl glove

Instructor: The instructor provides gardening or vinyl glove and assists student in putting glove on as needed.

Student: The student puts on a glove and pats the surface to smooth it.

Example 4

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

Step-by-Step™ communicator

Talking Brix™

Instructor: The instructor records a sequence of directions for patting play dough on Step-by-Step™ communicator, one direction per step, e.g. “Let’s make it smooth,” “Put the play dough on the table,” “Squish it flat,” etc.
Option: record one direction per Talking Brix™ and connect in order, left to right. Place matching pic-symbols per direction on each Talking Brix™.

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

place

to put object or card in designated spot

Students complete tasks such as making a graph or solving a problem by placing objects or picture symbols.
Other actions: put, post, extend, put away, set, cover

Example 1

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

plastic tray

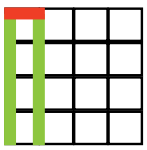
hook and loop material

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

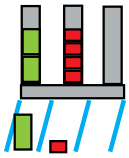
Student: The student moves each item to hook and loop material to stay in place.

Example 2

The student plots a bar graph or chooses fractions to place by moving items through two raised borders to desired location.



borders



fraction model with vertical posts and borders in front

Instructor: The instructor fastens Ang-legs or craft sticks to vertical lines on graph and horizontal line at the top of each column, or fastens vertical paths on table to each post on fraction model. Provide objects, pic-symbols, or fraction pieces. Option: fasten two-sided tape on correct graph square to place object.

Student: The student moves item from bottom of column between the borders on graph or in front of fraction model to desired location. Partner or instructor places fraction piece on post after it is moved to the post. Option: when student moves item to desired square, item sticks to the two-sided tape.

Example 3

The student moves and places item with underhand support.

Instructor: The instructor places object in student's hand or near hand and guides or supports arm or hand from underneath to desired location.

Student: The student holds or sweeps item with support and places at desired location.

Example 4

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

BIGmack® communicator

SuperTalker™ communicator

Instructor: The instructor records directions for placing item to location on BIGmack® communicator, e.g. "Please put this on the table." The instructor shows three item choices.
Option: record multiple object name(s) and/or locations on SuperTalker™ to give student more choices of items and locations.

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

Notes:

play

to manipulate and move items of interest for fun

Students need time for fun, relaxation, and recreation.

Example 1

The student plays a game with peers.

Switch Latch and Timer

Jelly Beamer™ and receiver

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

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

Example 2

The student plays a song with a BIGmack® communicator.

BIGmack® communicator

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

Student: The student activates the BIGmack® to play the music. When the music stops, the student can reactivate the switch to play more. Options: student activates the switch or music player button to play music.

Example 3

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

Jelly Beamer™ and receiver

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

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

Example 4

The student plays with online manipulatives or games on computer.

Hitch™ switch interface

BIGtrack™

Instructor: The instructor provides computer access with Hitch™ switch interface with switch, e.g. Jelly Bean® switch or adapted mouse e.g. BIGtrack™
Option: place touchscreen on computer monitor.

Student: The student activates a switch or adapted trackball to play on the computer.
Option: student uses touchscreen.

play

to manipulate and move items of interest for fun

Students need time for fun, relaxation, and recreation.

Example 5

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

All-Turn-It® spinner

Optional Access:

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

Jelly Beamer™ wireless switch

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

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

Example 6

The student counts while a partner moves a game pawn.

SuperTalker™

Step-by-Step™ communicator

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

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

Example 7

The student moves the pawn on adapted game board.

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

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

Notes:

point

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

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

Example 1

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

3-ring binder

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

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

Example 2

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

borders

counting window

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

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

Example 3

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

counting window

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

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

Example 4

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

pic-symbol

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

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

Notes:

predict

to make a guess about the events of a story

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

Example 1

The student chooses from three predictions.

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

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

Example 2

Talking Brix™

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

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

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

Example 3

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

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

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

Example 4

QuickTalker® communicator

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

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

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

Notes:

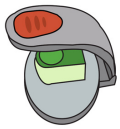
punch

to cut out a shape with a punch

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

Example 1

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



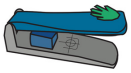
craft paper punch

Instructor: The instructor arranges strips of colorful paper on the art table and places the craft paper punch next to the paper. Option: instructor places paper in punch and waits for student to make the hole.

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

Example 2

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



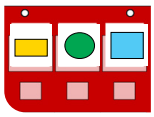
long-handled punch

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

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

Example 3

The student asks a partner to punch a shape.



pocket chart

BIGmack® communicator

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

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

Example 4

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

SuperTalker™ communicator

QuickTalker® communicator

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

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

Notes:

read

to speak aloud printed or written words, equations, or patterns fluently

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

Example 1

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

LITTLEmack® communicator

BIGmack® communicator

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

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

Example 2

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

LITTLE Step-by-Step™ communicator

BIG Step-by-Step™ communicator

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

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

Example 3

The student activates the SuperTalker™ to read a book.

SuperTalker™ communicator

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

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

Example 4

The student activates the BIGmack® to take turns reading a page in a book.

BIGmack® communicator

Talking Brix™

Instructor: The instructor records an entire page from a book and marks the page and the BIGmack® with an identical pic-symbol or sticky note. Option: record one page per Talking Brix™ and mark pages and Talking Brix™ with matching pic-symbol or sticky note. Connect Talking Brix™ in order of pages, left to right.

Student: The student sees the matching pic-symbol or sticky note on the page and takes a turn reading by activating the BIGmack® or Talking Brix™.

read

to speak aloud printed or written words, equations, or patterns fluently

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

Example 5

The student uses slide show presentation ebook or other ebook and switch to read.

Hitch™ switch interface

JellyBeamer™ wireless switch

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

Student: The student turns and reads each page of the ebook with a switch.

Example 6

The student engages in choral reading with classmates.

BIGmack® communicator

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

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

Example 7

The student activates a multiple message communicator to read an equation, series of numbers, or a pattern.

Step-by-Step™ communicator

Talking Brix™

Instructor: The instructor records one number/symbol per step on Step-by-Step™ or per Talking Brix™ communicators. The instructor connects the Talking Brix™ left to right in order and fastens matching numbers/symbols to Talking Brix™. Point to each number or pattern unit as student reads.

Student: The student activates the Step-by-Step™ communicator or Talking Brix™ to read an equation, series of numbers, or a pattern as instructor points.

record

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

Students can circle, mark, place X's, write a letter, word, or sentence, fill in a blank, place a pic-symbol, or draw a line.
Other actions: mark, cross-off, circle, write, chart, number, trace

Example 1

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

iTalk2™ communicator

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

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

Example 2

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

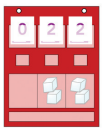
rubber stamp

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

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

Example 3

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



pocket chart

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

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

Example 4

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

counting window

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

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

record

to write facts learned from non-fiction book to form meaning

Students make note of facts learned while reading non-fiction text. These facts can be organized and written into a report. Other actions: write

Example 1

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

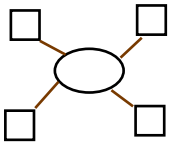
iTalk2™ communicator

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

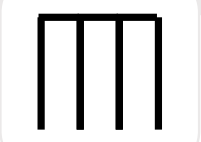
Student: The student activates the iTalk2™ communicator to direct partner taking notes to write a fact from the text or skip it.

Example 2

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



graphic organizer



graphic organizer

Instructor: The instructor writes facts on sticky notes and fastens them near corresponding illustrations or text in a non-fiction book. The instructor provides a graphic organizer, e.g. story web or chart. Options: fasten sticky note to a block for ease of movement to place on graphic organizer. Fasten borders with Ang-legs or craft sticks for easier fact sorting.

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

Example 3

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

iTalk2™ communicator

Talking Brix™

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

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

Example 4

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

SuperTalker™ communicator

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

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

retell

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

Students retell a story or tell about facts learned to help form meaning of the text read.

Example 1

pic-symbol summary

The student places picture or pic-symbol supported summary sentences in order to retell a story.

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

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

Example 2

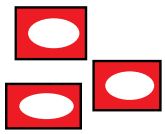
pic-symbol facts

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

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

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

Example 3



counting windows

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

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

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

Example 4

SuperTalker™ communicator

counting windows

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

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

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

Notes:

rhyme

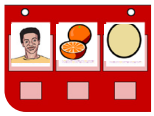
to say or choose words with same rime, the portion of the word after the onset (initial letter)

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

Example 1

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

rhyming pic-symbols



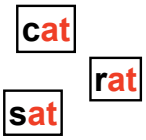
pocket chart

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

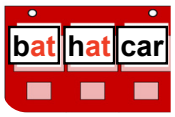
Student: The student chooses rhyming word pic-symbol by eye gaze, touch, point, or verbal selection.

Example 2

The student matches rhyming words.



rhyming words



pocket chart

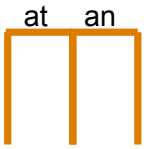
Instructor: The instructor provides two or more sets of rhyming words, e.g. rat, cat, sat and can, man, ran. The instructor shows one example of a set and a choice of three words (two correct, one foil). Adjust choices based on individual needs and abilities. Say, "Find a word that rhymes with ___."

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

Example 3

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

rhyming words and pic-symbols



borders for sorting

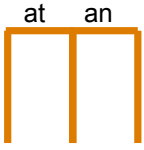
Instructor: The instructor fastens rhyming words or pic-symbols on blocks for ease of movement. The instructor fastens Ang-leg or craft stick borders for sorting.

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

Example 4

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

Talking Brix™



borders for sorting

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

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

Notes:

rhyme

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

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

Example 5

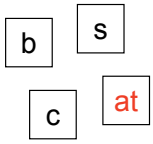
Talking Brix™

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

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

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

Example 6



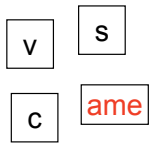
onsets and rime

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

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

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

Example 7



onsets and rime

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

Instructor: The instructor provides random onsets that may combine with the rime to make words, and pictures or pic-symbols to match the ones that make words, e.g. onsets: t, v, s, z, and c with the rime: "ame." Options: fasten to blocks for easier movement. Record onsets and rime on Talking Brix™.

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

Notes:

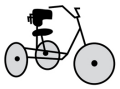
ride

to propel oneself with a tricycle, adapted bicycle, or scooter board

Students use opportunities in the gym to ride and move about on tricycles, bicycles, and scooters.

Example 1

The student rides a tricycle or adapted bicycle around the gym with friends.



commercially-made adapted tricycle

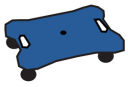
adapted foot pedal

Instructor: The instructor assists student with getting on and riding the appropriate tricycle as needed. Adaptations: adapted foot pedals, trunk support, bucket seats, hand-propelled trikes, commercially-made adapted tricycles or bicycles, attach rope to handlebars for instructor to steer and help move trike forward, etc. Consult with OT/PT for safety and proper fit.

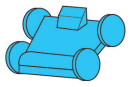
Student: The student rides the trike around the gym with friends.

Example 2

The student propels self on scooter board.



long scooter board



form-fitting scooter board

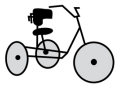
Instructor: The instructor provides a variety of scooter boards. The instructor assists student in lying on stomach on scooter board. Option: Use long scooter boards for comfort or try a form-fitting scooter board with sides; position straps for student to feel secure. Consult with OT/PT for safety and proper fit.

Student: The student moves the scooter board around the gym by pushing with hands. Option: students can move around the gym with friends.

Example 3

The student rides a tricycle around the gym with music.

BIGmack® communicator



commercially-made adapted tricycle

Instructor: The instructor records a song into BIGmack® communicator and places it in small basket attached to front of the trike. Consult with OT/PT for safety and proper fit.

Student: The student plays music as he/she rides the trike around the gym with friends. The rhythm of the music helps facilitate reciprocal motion of pedaling.

Notes:

roll out

to use a tool to make dough flat

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

Example 1

The student will roll with a rolling pin.

rolling pin with handles on tray edges

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

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

Example 2

The student rolls play dough with a partner.

Instructor: The instructor provides a rolling pin with free-rolling handles.
Option: fasten hook and loop material to rolling pin and glove. Place glove on student's hand and place rolling pin to assist with grasp.

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

Example 3

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

Step-by-Step™ communicator

Talking Brix™

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

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

Example 4

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

cookie sheet

3-ring binder

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

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

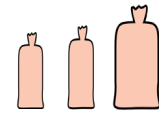
26→30

round

to reduce digit(s) in a number, keeping the value similar

Students round a number to nearest ten, hundred, and/or thousand to estimate an amount, sum, difference, product, or quotient.

Example 1



bags of objects

The student chooses the amount to the right or left to round the amount in the middle.

Instructor: The instructor places three sets of objects: amount to be rounded in the middle and choices for rounding on either side (least to greatest, left to right), labeled with numbers. Choose paper clips, sticky notes, bags of pasta, etc. for amounts.

Student: The student chooses amount from left or right that appears closest to amount in middle. The student fastens label to record choice.

Example 2

The student chooses the number to the right or left to round the number in the middle.

Instructor: The instructor fastens two number choices and number to be rounded to 3 blocks and places them in a row from least to greatest.

Student: The student chooses amount from left or right that appears closest to amount in middle. The student moves choice to paper to copy or stamp to record.

Example 3

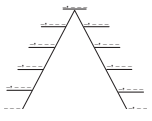
iTalk2™ communicator

The student activates the iTalk2™ to direct a peer to round a number.

Instructor: The instructor places 0-10 number line on table or draws on white board. The instructor highlights 0-4 in yellow and 5-9 in green. Draw an arrow above 0-4 pointing to left and an arrow above 5-9 pointing right. Record “0, 1, 2, 3, 4 -- round down” on left side and “5, 6, 7, 8, 9 -- round up” on right side of iTalk2™.

Student: Partner indicates number to be rounded and the place to the right of it. The student looks at the second number and activates communication device to direct partner to round the first number up or down. The partner writes the rounded number with remaining digits written as 0.

Example 4



triangle for rounding

The student locates number on triangle to determine rounding up or down.

Instructor: The instructor draws a large triangle and writes each rounded number choice at bottom of triangle on left and right. The instructor writes amount to be rounded with 5 in the next smallest digit at top, and all other numbers in order before and after. The instructor highlights number to be rounded on triangle or writes it nearby, then asks student to show the number on triangle to be rounded. The instructor says, “Round to nearest ___” (stating place value), e.g. rounding 1,245 to nearest thousand, write 1,500 at top, 1,000 - 1,400 on left and 1,600-2,000 on right side of triangle in order. The rounded number will be 1,000 on left bottom or 2,000 on right bottom.

Student: The student eye gazes to or touches the number to be rounded and/or places a block near it. The student then eye gazes or touches rounded number or sweeps the block to it at bottom left or right.

say

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

Students make a comment, state an opinion, vote, request, start a conversation, share a feeling, make a friend, or just be heard! Other actions: comment, talk, tell, discuss, repeat, state, report, announce, speak, respond, describe

Example 1

The student activates a single message communicator to talk.

LITTLEmack® communicator

BIGmack® communicator

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

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

Example 2

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

LITTLE Step-by-Step™ communicator

BIG Step-by-Step™ communicator

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

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

Example 3

The student chooses a message from a multiple message communicator.

QuickTalker® communicator

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

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

Example 4

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

pocket chart

objects

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

Student: The student eye gazes to, touches, points, or verbally selects pic-symbol or object to communicate. The student may make a choice whether or not objects or pic-symbols are presented as choices or are simply available on a table, laptray, etc. and may choose by eye gaze or touch, purposefully or with random eye gaze or movement.

search

to look for specific information, image, or video on the Internet

Students search for information, images, or video for school, work, and fun. Students use Google to help search topics and images. Wikipedia is an encyclopedia for all subject areas and current popular culture. YouTube website has a collection of professional and amateur videos to view.

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

Example 1

The student searches for specific information using Google with a partner.

SuperTalker™ communicator

QuickTalker® communicator

Instructor: The instructor shows picture or pic-symbol choices to represent terms from topics to research for a writing assignment. The instructor fastens the student's choices on a multiple message communicator with the phrase "I want to search..." on the first button and records messages to match.

Student: The student chooses pic-symbols to represent desired content to search by eye gaze, touch, or point. The student activates the communicator to direct a partner what to search on Google.

Example 2

The student searches for a specific image using Google with a partner.

SuperTalker™ communicator

QuickTalker® communicator

Instructor: The instructor shows picture or pic-symbol choices to represent images to research for a writing assignment or for fun. The instructor fastens the student's choices on a multiple message communicator with the phrase "I want to find an image of..." on the first button and records messages to match.

Student: The student chooses pic-symbols to represent desired image(s) to search by eye gaze, touch, or point. The student activates the communicator to direct a partner what image to find on Google images.

Example 3

The student chooses and downloads information or images from search results with a partner.

TalkTrac® communicator

counting window

Instructor: The instructor makes a counting window for partner to frame choices on the computer screen from the search results on Google. The instructor records "I want to download that article," "Please read this article," "I want to see the picture choices," and "I want to download that picture," and fastens matching pic-symbols on multiple message communicator. To make counting window, cut a hole in colored paper and laminate for durability.

Student: The partner shows and names article or image choices (framing with counting window as needed) from search results for student to choose. The student chooses article or image from search results by eye gaze, touch, point, or activating the communicator. The student activates the communicator to state which topic or image and to ask partner to read article or show image, and which to download as desired.

Example 4

The student searches for information/image with Google using 2 switches.

Blue2™ switch

Instructor: The instructor sets Blue2 and switch control on an iPad. Options: auto or step scan.

Student: The student uses switches to open Safari web browser and select Google. The student uses onscreen keyboard to write key word to search and selects switch to enter. Options: auto or step scan. Student may read results with text-to-speech webpage reader or ask a partner to read.

search

to look for specific information, image, or video on the Internet
Students search for information, images, or video for school, work, and fun. Students use Google to help search topics and images. Wikipedia is an encyclopedia for all subject areas and current popular culture. YouTube website has a collection of professional and amateur videos to view.
Note: All Internet searches, work, uploads, downloads, and social networking should be under the supervision of an adult.

Example 5

The student selects and opens an article to read from search results with 3 switches + Hitch™ switch interface.

Hitch™ switch interface

Keys-U-See® adapted keyboard

Instructor: The instructor sets up Hitch™ switch interface for 3 switches and keyboard functions: tab (to scan through articles), enter (to select), and backspace (to return to results). Fasten matching pic-symbols to each switch. Options: text-to-speech webpage reader, keyboard, or Keys-U-See® adapted keyboard to direct select keyboard functions. For more independence, set up Discover Pro/ Envoy access software with IntelliSwitch® interface.

Student: The student activates switches to tab to each article and enter to open selection. The student uses the third switch to return to the results. Option: text-to-speech reader to read article. Student may activate tab, enter, backspace, and other keys (e.g. up and down arrows to scroll) by directly selecting the keys on keyboard or adapted keyboard.

Example 6

The student selects, opens, and looks at an image from search results with 2 switches + Hitch™ switch interface and a partner to assist with navigation as needed.

Hitch™ switch interface

Talking Brix™

Instructor: The instructor sets up Hitch™ switch interface for 2 switches for keyboard functions: tab (to scan to "Images" icon on search page and scan through images) and enter (to select). Fasten matching pic-symbols to each switch. Option: record "Help, please," "Go back," and "I want this one" on Talking Brix™ for help returning to search results and downloading or printing an image. Fasten matching pic-symbols on switches. Options: For more independence, set up Discover Pro/Envoy access software with IntelliSwitch® interface. Keyboard or Keys-U-See® Adapted Keyboard to direct select keyboard functions.

Student: The student activates the first switch to tab through the images, then activates the second switch to select to open an image to enlarge it. Note: backspace will not work for returning to results once image is selected. Student activates Talking Brix™ for help or to work with a partner. Options: Student may activate tab, enter, and other keys (e.g. up and down arrows to scroll) by directly selecting the keys on keyboard or adapted keyboard.

Notes:

search

to look for specific information, image, or video on the Internet

Students search for information, images, or video for school, work, and fun. Students use Google to help search topics and images. Wikipedia is an encyclopedia for all subject areas and current popular culture. YouTube website has a collection of professional and amateur videos to view.

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

Example 7

The student searches for a topic on Wikipedia or chooses from Google search results and reads it with a partner.

SuperTalker™ communicator

QuickTalker® communicator

Instructor: The instructor shows picture or pic-symbol choices to represent topics to search on Wikipedia or choose from Google search results. The instructor fastens the student's choices on a multiple message communicator along with "I want to read about...", "Please read this article," "I want to see the picture," and "Read that part again," and records matching messages.

Student: The student chooses pic-symbols to represent desired topic(s) to search or choose by eye gaze, touch, or point. The student activates the communicator to state which topic to locate or choose, ask partner to read it, and make additional requests to see the picture and re-read a portion as desired.

Example 8

The student searches for a topic on Wikipedia and reads it with 2 switches.

Blue2™ switch

Instructor: The instructor sets up Blue2, Wikipedia shortcut in Safari browser app, and switch control on iPad. Options: auto or step scan.

Student: The student uses switches to select Safari app and Wikipedia shortcut, uses onscreen keyboard to write and enter keyword to search, scans to links, select a link, go back to article, and scroll. Options: auto or step scan.

Example 9

The student searches for a specific video on YouTube and plays it.

SuperTalker™ communicator

QuickTalker® communicator

Instructor: The instructor shows picture or pic-symbol choices to represent songs, subjects, or viral videos on YouTube. The instructor fastens choice on a multiple message communicator along with phrases such as "I want to see the video of..." on the first button, "Please play the video," "I want to see it again," "That was funny," "I love that song," etc. on other buttons, and records messages to match.

Student: The student chooses pic-symbols to represent desired YouTube video to search by eye gaze, touch, or point. The student activates the communicator to state which video to locate on YouTube, ask partner to play it, and make additional requests and comments as desired.

Example 10

The student searches for a specific video on YouTube and plays it with 2 switches.

Blue2™ switch

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

Student: The student uses switches to select YouTube app, search for video, select from search results on drop-down menu and page, and use video controls. Options: auto or step scan.

self-select

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

Students choose a book to read a story or information on a topic of interest.
Other actions: select, choose

Example 1

The student selects a book from three choices on display.

LITTLEmack® communicator

BIGmack® communicator

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

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

Example 2

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

low bookshelf

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

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

Example 3

The student selects a book using a multiple message communicator.

QuickTalker® communicator

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

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

Example 4

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

pocket chart

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

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

show

to cause or permit to be seen

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

Example 1

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

LITTLE Step-by-Step™ communicator

BIG Step-by-Step™ communicator

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

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

Example 2

The student shows item placed in container.

container fastened to laptray on wheelchair

Step-by-Step™ communicator

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

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

Example 3

The student activates switch to show slide show on computer.

Hitch™ switch interface

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

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

Example 4

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

Talking Brix™

3-ring binder

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

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

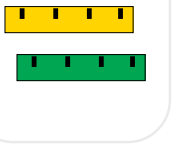
shred

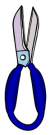
to rip or shred paper

Students tear and crumple, or shred paper for the purpose of creating stuffing for a project, gift bag, or animal shelter for cages.

Example 1

The student tears or cuts strips of paper to shred.





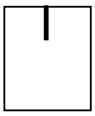
loop scissors

Instructor: The instructor cuts 1-inch strips of recycled paper for student to tear. For student just learning to use two hands together to tear, make it easier by snipping the top of the paper ¼“ and outlining the place with black marker. Can make multiple snips 1-2” apart on each strip. Option: Give scissors to cut.

Student: The student tears the strips of paper. Option: student cuts the strips.

Example 2

The student tears paper by hand to shred.



Instructor: The instructor draws a mark on the paper as a visual cue as to where the student should begin tearing the paper in half. Option: Fasten one side of the paper to the table or slant board with two sided tape. Tear 1/4” down to get paper started for easier tearing.

Student: The student tears a sheet of paper with two hands. Option: student pulls unfastened side of the paper with one hand to tear it in half.

Example 3

The student shreds paper using a manual paper shredder.

manual paper shredder

Instructor: The instructor cuts paper to fit into manual paper shredder. Place shredder on non-skid material to keep it from slipping on the table.

Student: The student places the paper in the slot of the shredder with assistance of an adult as needed. Place one hand on the top of the shredder to stabilize it while the other hand turns the crank to move the paper through the shredder.

Example 4

The student shreds paper using an electric shredder.

electric paper shredder

JellyBeamer™ and receiver

Instructor: The instructor cuts paper to fit easily into the electric paper shredder. The instructor connects shredder, PowerLink®4, and a switch. Set the time control on the PowerLink®4 to “direct.”

Student: With close adult supervision, one student uses two hands to place the paper in the opening of the shredder. A second student activates the switch to turn on the shredder.

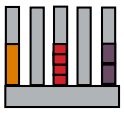
simplify

to re-write a fraction to represent equivalent amount with fewest number of total parts

Students can simplify a fraction to a more familiar fraction amount.

Example 1

The student chooses from amounts placed on fraction model.



fraction model

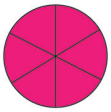
Instructor: The instructor places fraction amount on middle post and two equivalent amounts on first and last posts. The instructor directs student to choose the fraction with the least amount of equal parts to simplify.

Student: The student eye gazes to or touches choice to simplify fraction.

Example 2

The student chooses a fraction circle with fewest total parts and counts the matching parts for equivalence.

fraction circle: thirds



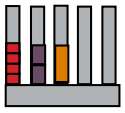
fraction circle: sixths

Instructor: The instructor shows choices of fraction circles (that work for equivalency). The instructor cuts and places fraction amount on chosen fraction circle (kept intact) and fastens at edge. Lifts center to show simplified amount beneath and points to each part.

Student: The student chooses the fraction circle with the fewest equal parts. The student counts parts on new fraction circle as instructor points for simplified amount.

Example 3

The student uses fraction model to simplify a fraction.



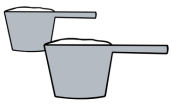
fraction model

Instructor: The instructor writes fraction and places matching fraction model on first model post. The instructor places three fraction choices (two are equivalent; one is not). Direct student to choose the equivalent fractions. Once chosen, place choices next to original fraction. Add new choices. Repeat until only equivalent fractions remain. Direct student to choose the fraction with the fewest equal parts. Note: number of equivalent fractions will vary depending on the original fraction. The idea is for the student to recognize equivalency and to choose the simplified fraction, which is equivalent + fewest equals parts.

Student: The student chooses fraction models that are equivalent to the original. When all the fractions are equivalent, the student chooses the equivalent fraction with fewest equal parts.

Example 4

The student uses dry and liquid measuring cups to simplify 2/4 to 1/2.



dry measuring cups

liquid measuring cup

Instructor: The instructor places two 1/4 dry measuring cups and a 1 cup liquid measuring cup on table with pitcher of colored water or juice. Write 2/4 = ___. Show three fraction choices (1/2, 3/4, and 1/2). Adjust choices based on individual needs and abilities. Say, "Simplify 2/4 with the liquid measuring cup." Option: record each instruction on each step of Step-by-Step™ communicator for partner to fill cups and pour into liquid measuring cup.

Student: The student or partner fills each 1/4 cup with water and pours into the liquid measuring cup. The student chooses 1/2 as the simplified fraction. Option: student activates Step-by-Step™ communicator to give partner instructions, one at a time, to fill and pour the cups.

sing

to produce or deliver songs

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

Example 1

The student activates a single message communicator to sing.

LITTLEmack® communicator

BIGmack® communicator

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

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

Example 2

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

LITTLE Step-by-Step™ communicator

BIG Step-by-Step™ communicator

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

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

Example 3

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

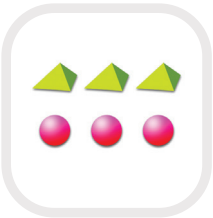
SuperTalker™ communicator

QuickTalker® communicator

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

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

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



sort

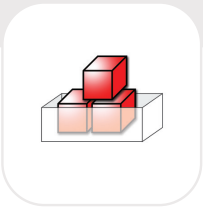
to match to organize items according to designated attribute or set

When sorting, students identify like attributes, numbers, letters, or letter sounds and group together accordingly.

Example 1

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

iTalk2™ communicator



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

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

Example 2

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

LITTLEmack® communicator

container fastened below edge of table

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

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

Example 3

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

All-Turn-It® spinner

iTalk2™ communicator

Instructor: The instructor divides All-Turn-It® spinner overlay into 2 sorting categories and labels them for sorting. The instructor places three choices in pocket chart and asks, "Which goes here?", showing item by category. The instructor records "It's a match!" and "No match" on iTalk2™. The instructor asks "Do they match?"

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

Example 4

The student sorts by sliding between borders.

borders

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

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

sound out

to decode words by blending onsets (initial letter) and rimes (remaining part of the word)

Students say sounds in order to read or spell words.
Other actions: blend sounds, decode

Example 1

Talking Brix™

Step-by-Step™ communicator

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

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

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

Example 2

BIGmack® communicator

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

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

Student: The student activates the BIGmack® to say the letter sound in a word.
Option: student activates the BIGmack® when the matching letter is shown.

Example 3

Talking Brix™

Step-by-Step™ communicator

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

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

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

Example 4

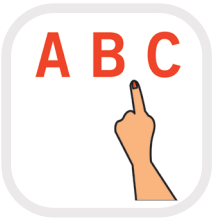
BIGmack® communicator

Talking Brix™

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

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

Student: The student says the letter sound and matches to word(s) with the initial letter.
Errorless learning: any letter choice is correct.



spell

to place letters in sequence to make a word

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

Example 1

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

Blue2™ switch

Keys-U-See® adapted keyboard

Instructor: The instructor provides a computer and access with: an adapted keyboard (e.g. Keys-U-See®); or Blue2, switch control, iPad, and Notes app with onscreen keyboard.

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

Example 2

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

Step-by-Step™ communicator

Instructor: The instructor records each letter of a word or name in sequence on the Step-by-Step™ (one per step). The instructor places/writes each letter the student says in order so the student can see the word or name spelled. Option: place strip of paper with correct number of squares drawn for word for student to place the letter.

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

Example 3

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

rubber stamp

Instructor: The instructor places only the rubber stamps of the letters present in the word to spell on the table and provides paper. Option: anchor the paper to table or slantboard (3-ring binder).

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

Example 4

The student selects and moves letters to spell.

letters on blocks

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

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

spin

to revolve an arm rapidly to select

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

Example 1

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

All-Turn-It® spinner

Optional Access:

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

Jelly Beamer™ wireless switch

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

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

Example 2

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

All-Turn-It® spinner

Optional Access:

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

Jelly Beamer™ wireless switch

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

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

Example 3

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

All-Turn-It® spinner

Optional Access:

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

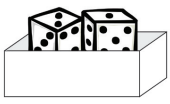
Jelly Beamer™ wireless switch

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

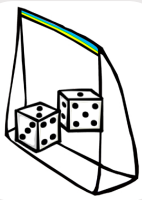
Student: The student activates the spinner for the name or picture of the next player. Option: student activates switch to spin.

Example 4

The student rolls dice at turn.



dice in box



dice in plastic zipper bag

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

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

stamp

to mark using stamps

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

Example 1

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

LITTLE Step-by-Step® communicator

BIG Step-by-Step® communicator

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

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

Example 2

The student uses an adapted rubber stamp.

adapted rubber stamp

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

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

Example 3

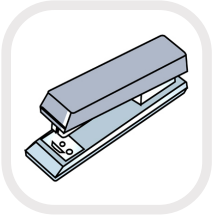
The student uses a larger commercially available rubber stamp.

large rubber stamp

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

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

Notes:



staple

to secure with staples

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

Example 1

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

electric stapler

Optional Access:

PowerLink®4

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

Instructor: The instructor connects the stapler and switch to the PowerLink®4 control unit and sets the timer to "direct."

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

Example 2

The student activates the iTalk2™communicator to staple.

iTalk2™ communicator

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

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

Example 3

The student uses an easy-activating stapler to staple.

stapler

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

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

Notes:

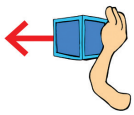
subtract

to separate set into two parts

Students solve problems involving subtraction using different strategies and tools.
Other actions: separate, give, remove, split, solve, slide, check, pay, purchase

Example 1

The student sweeps objects to subtract.



Step-by-Step™ communicator

Instructor: The instructor places amount on plastic tray and counts as student sweeps to subtract. The instructor records numbers for counting the difference on Step-by-Step™ and points as student counts. For errorless learning, record "end" or a silent step.

Student: The student sweeps one at a time. The student counts with Step-by-Step™ as instructor points to each object for the difference. The student stops when objects run out. Errorless learning: student stops when hears "end" or a silent step on Step-by-Step™ communicator.

Example 2

The student slides tabs or fastened objects on MathLine to subtract.

MathLine

Step-by-Step™ communicator

Instructor: The instructor points to equation and counts aloud as student moves tabs. The instructor points to difference. Options: Fasten objects to tabs with hook and loop material. Record numbers on Step-by-Step™ for student to count as instructor moves tabs.

Student: The student slides tabs left for first amount and slides second amount to the right to subtract. The student identifies difference on MathLine to match to answer choices.
Option: The student activates Step-by-Step™ to count as instructor moves tabs and stops when instructor stops.

Example 3

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

Step-by-Step™ communicator

Instructor: The instructor records 1 to largest amount plus one more on Step-by-Step™ communicator. The instructor points as student counts aloud. Errorless learning: record "end" or silent step at the end of the number sequence.

Student: The student counts with Step-by-Step™ as instructor points to each object for first number, to remove second amount, then for the difference. The student stops when objects run out. Errorless learning: student stops when hears "end" or silent step.

Example 4

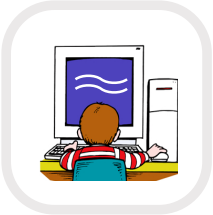
The student uses a calculator or calculator software to subtract.

calculator

Hitch™ switch interface

Instructor: The instructor points to numbers in equation. The instructor shows three choices (two correct, one foil) or places counting window over buttons in row of calculator and asks, "Which one?" To make counting window, cut a hole in colored paper and laminate for durability.
Option: The instructor connects and sets up Hitch™ switch interface and switch or touchscreen with calculator software.

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



surf

to look at, browse, and/or interact with website content

Students use Google to locate websites or images for fun or to find ideas.
Pinterest and Stumble Upon are websites for viewing, reading, downloading, and/or uploading images for recreation.
Note: All Internet searches, work, uploads, downloads, and social networking should be under the supervision of an adult.

Example 1

The student chooses images from the Internet and Pinterest website to create an online bulletin board with a partner.

QuickTalker® communicator

counting window

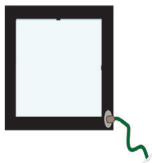
Instructor: The instructor shows picture or pic-symbol choices to represent topics for a board on Pinterest. The instructor records student's choice(s) on a multiple message communicator along with "Please make a board for _____," "I want to see the picture choices," and "I want to download that picture for my board," and fastens matching pic-symbols. The instructor makes a counting window for partner to use to show image choices on computer. To make counting window, cut a hole in colored paper and laminate for durability.

Student: The student chooses pic-symbol to represent desired board topic by eye gaze, touch, or point. The student activates the communicator to state the board topic, ask partner to show images, and which to pin on board as desired. The partner shows image choices on Pinterest (framing with counting window as needed) to repin or on Google images or other websites to pin and place on board.

Example 2

The student views and chooses images from the Internet and Pinterest website to create an online bulletin board with an adapted mouse or touchscreen, and keyboard.

BIGtrack™



touchscreen

Instructor: The instructor sets up adapted mouse or touchscreen (overlay or monitor) for student to navigate and use Pinterest functions. Options: text-to-speech reader to read comments, onscreen keyboard to write comments, Keys-U-See® adapted keyboard.

Student: The student uses mouse or touchscreen to open Pinterest, set up boards, search for images, pin images to board, read comments, follow other users, comment, and like images. Options: text-to-speech reader to read comments and onscreen or adapted keyboard to write comments.

Example 3

The student uses Stumble Upon website to view content for fun and interest with a partner.

SuperTalker™ communicator

counting window

surf

to look at, browse, and/or interact with website content

Students use Google to locate websites or images for fun or to find ideas.
Pinterest and Stumble Upon are websites for viewing, reading, downloading, and/or uploading images for recreation.
Note: All Internet searches, work, uploads, downloads, and social networking should be under the supervision of an adult.

Example 5

The student surfs the web using Google with a partner.

Talking Brix™

QuickTalker® communicator

Instructor: The instructor shows picture or pic-symbol choices to represent topics or images to surf on Google. The instructor records student's choice(s) on a multiple message communicator along with pic-symbols that represent "Please surf for an image about..." and "Please surf for an article about..." on first two buttons, and fastens matching pic-symbols to represent messages.

Student: The student chooses pic-symbols to represent desired topic(s) or images to search by eye gaze, touch, or point. The student activates the communicator to state which topic or image for partner to search first.

Example 6

The student reviews and downloads information or images from search results with a partner.

counting window

Talking Brix™

Instructor: The instructor makes a counting window for partner to frame choices on the computer screen from the search results on Google. The instructor records "I want to download that article," "Please read this article," "I want to see the picture choices," and "I want to download that picture," and fastens matching pic-symbols on multiple message communicator. To make counting window, cut a hole in colored paper and laminate for durability.

Student: The partner shows and names article or image choices (framing with counting window as needed) from search results for student to choose. The student chooses article or image from search results by eye gaze, touch, point, or activating the communicator. The student activates the communicator to state which topic or image and to ask partner to read article or show image, and which to download as desired.

Notes:

tally

to mark with 1-1 correspondence in an organized manner

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

Example 1

The student stamps tally mark with rubber stamps.

rubber stamp

forward slash

Instructor: The instructor provides tally mark rubber stamp for student. Note: use the number 1 or a / (forward slash).

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

Example 2

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

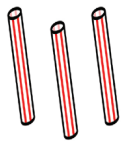
iTalk2™ communicator

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

Student: The student activates the tally button each time a tally is required and the slash button to indicate a set of 5. Option: the student activates the BIGmack® for each tally, including sets of five, leaving it to the partner to write a slash.

Example 3

The student sweeps straws to tally.



straws

plastic tray

Instructor: The instructor places one straw at a time on plastic tray and says, "tally, tally, tally, tally, slash" as student sweeps. At each "slash," instructor pauses and binds the group of five.

Student: The student sweeps one straw each time the instructor says "tally" or "slash" and pauses when instructor binds a set of five.

Notes:

text

to write and receive short written message via phone or Internet

Students can access text messaging with a cell phone, but with some cell phone companies they have the option to do so via computer so they can use a larger screen.

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 a text message 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 1: record "Read please" on single message communicator. Show photos of text senders (three choices) for student to choose which text to open first, next, etc. Option 2: instructor copies chart of common text abbreviations and their meaning (pic-supported).

Student: The student chooses direction for partner by eye gaze, touch, point, or by activating multiple message communicator. Option 1: student activates single message to ask partner to read a text message; chooses photo of text sender to indicate which one partner reads first, next, etc. Option 2: partner makes chart of common text abbreviations available.

Example 2

Blue2™ switch

The student opens and reads texts with 2 switches.

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

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

Example 3

SuperTalker™ communicator

QuickTalker® communicator

The student writes a text message with a partner.

Instructor: The instructor shows picture or pic-symbol choices to represent topics and age-appropriate greetings, phrases, and sentences (including chart of common text abbreviations) to write in a text message, or fastens pic-symbols on a multiple message communicator along with the phrase "I want to write..." on the first button and records messages to match. Show photos (three choices) of text senders for student to choose text recipient.

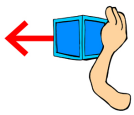
Student: The student chooses pic-symbols to represent desired text by eye gaze, touch, or point, or activates the communicator to direct a peer what to write and send in a text message; chooses photo of text sender to choose text recipient.

throw

to toss or move a ball or beanbag as part of a game

There is more than one way to throw a ball and more than one kind of ball.

Example 1



The student sweeps a ball or beanbag off a lap tray or other surface.

Instructor: The instructor places a ball or beanbag for optimal sweeping.

Student: The student sweeps the ball or beanbag onto the floor or other location.

Example 2

3-ring binder

The student pushes a ball down a ramp.

Instructor: The instructor fastens a craft stick at the top of a slant board with tape. The instructor places ball behind the craft stick to temporarily hold it in place. Slant board is positioned so ball will roll and drop to desired location.

Student: The student pushes the ball, which rolls down the ramp onto the floor or other location.

Example 3

BIGmack® communicator

The student gives the command to throw the ball with a BIGmack® communicator.

Instructor: The instructor records, "1, 2, 3...throw!" on the BIGmack® and places near student.

Student: The student waits for peer to get ready to throw, then activates the BIGmack® to give the throw command.

Example 4

textured ball

textured ball

The student uses a variety of easy-to-hold and preschool balls to throw.

Instructor: The instructor gathers variety of flexible and textured balls, e.g. balls with rubber strands, honeycomb, or bumps, or extra soft balls.

Student: The student grasps and throws an easy-to-hold ball.

Notes:

turn off/on

to activate or deactivate the power source to a battery-operated device or electrical appliance.

Students can turn on or turn off toys for play or other devices for learning or completing other tasks.

Example 1

The student activates any electrical device connected to a PowerLink®4 control unit and switch to turn the device on and off.

PowerLink®4

Optional Access:

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

Instructor: The instructor plugs an electrical device into the PowerLink®4 control unit and selects the "latch" option. Option: use the timer control for automatic turn-off so the student has multiple opportunities turn on the device (each time it shuts off).

Student: The student activates the switch to turn the device on and off.

Example 2

The student activates any battery-operated device with a Battery Device Adapter (BDA), a Switch Latch And Timer (SLAT), and a switch to turn the device on and off.

Device with a BDA, SLAT, and switch

Optional Access:

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

Instructor: The instructor attaches the Battery Device Adapter to the battery-operated device and adds a switch and the Switch Latch and Timer. The instructor selects the "latch" option. Option: use the timer control for automatic turn off so the student has multiple opportunities turn on the device (each time it shuts off).

Student: The student activates the switch to turn on the device.

Example 3

The student activates an iTalk2™ communicator to ask a partner to turn a device on and off.

iTalk2™ communicator

Instructor: The instructor places "on" and "off" pic-symbols on the iTalk2™ communicator buttons and records the sentences, "please turn (the radio) on" and "please turn (the radio) off" on the iTalk2™ communicator.

Student: The student activates the iTalk2™ communicator to ask somebody to turn a device on and off.

Example 4

The student chooses "on" or "off" pic-symbols to ask a partner to turn a device on and off.

on

off

Instructor: The instructor provides "on" and "off" pic-symbols in a display.

Student: The student chooses "on" or "off" by eye gaze, touch, pointing, or verbal selection to direct a partner in turning a device on or off.

turn the page

to move a page in a book or magazine

Students learn about the constructs of a book by interacting with it. Turning pages is one of the first ways students learn about those constructs.

Example 1

The student activates a single message communicator to ask a partner to turn a page.

LITTLEmack® communicator

BIGmack® communicator

Instructor: The instructor records the sentence, "Please turn the page" on the LITTLEmack® or BIGmack® communicator.

Student: The student activates the LITTLEmack® or BIGmack® communicator to ask a partner to turn the page.

Example 2

The student turns the pages of a book with page separators.

page separators

Instructor: The instructor fastens a self-adhesive soft-side hook and loop material square on right side of page in varying vertical positions page to page (to minimize bulk in one spot). Pages remain slightly apart from each other. This works best with books that have laminated pages or with board books but works well with other books, too. Option: consider placing sticky note on page first, then apply soft-side square on top of it so the adaptation is removable.

Student: The student turns pages more easily when they are separated.

Example 3

The student uses book supports to stabilize for turning pages.

3-ring binder

clamp

Instructor: The instructor secures the front and back covers with a clamp or a clip on a slant board.

Student: The student turns the pages more easily when the book is secured and in a slanted position.

Example 4

The student uses adapted book for easier page turning.

3-ring binder

Instructor: The instructor cuts apart paperback book, laminates the pages, and adds a spiral binding to make the book lay flat. Option: slide cut apart pages in plastic page protectors and place inside a 3-ring binder.

Student: The student turns the pages more easily when the book lies flat and the pages are stiffer.

tweet

to send and receive short topical messages to and from a large or small audience

Students can follow messages from celebrities, websites, friends, and family, and send messages of their own through the Twitter website.

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

Example 1

The student chooses people/subjects to follow and reads a Twitter feed with a partner.

Talking Brix™

iTalk2™ communicator

Instructor: The instructor shows choices to follow (celebrities, friends, family, topics); sets up account with choices. The instructor fastens pictures or logo on paper with Twitter handle (@_) or hashtag (#_). The instructor records "read" and "read all" on multiple message communicator with matching pic-symbols. Provide counting window to show choices. To make counting window, cut hole in colored paper; laminate for durability. Option: show choices on Twitter feed.

Student: The partner moves counting window over choices on paper or Twitter feed. The student chooses person, website, or hashtag by eye gaze, touch, point, or activating communicator "read" or "read all." The partner reads tweet(s). "Read all" indicates all related tweets (click on handle/hashtag in "Home").

Example 2

The student chooses Twitter feed and reads it with 2 switches.

Blue2™ switch

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

Student: The student scans/selects Twitter feed type and tweet area, then reads tweets. Student may search topic, handle, or hashtag with onscreen keyboard. Options: scan and select by handle/hashtag; adapted mouse, touchscreen.

Example 3

The student tweets with a partner.

SuperTalker™ communicator

QuickTalker® communicator

Instructor: The instructor fastens pic-symbol or word choices of topics and age-appropriate phrases re: current status, activity, or thought on multiple message communicator, along with phrases "I want to tweet" and "I want to reply," and records messages to match. The instructor provides counting window for partner to show recipient choices on the screen. To make counting window, cut a hole in colored paper; laminate for durability. Option: write Twitter handle or hashtag and fasten photo or icon next to each on paper and laminate for recipient choices.

Student: The student activates communicator to say "I want to tweet" or "I want to reply." The partner moves counting window over 3 choices on Twitter feed. The student chooses person, website, or hashtag/keyword by eye gaze, touch, or point, & activates communicator to give message to tweet. Option: show recipient choices on prepared paper list.

Example 4

The student tweets with 2 switches.

Blue2™ switch

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

Student: The student uses switches to scan and select Twitter message box and use onscreen keyboard to write tweet. Options: scan and select handle/hashtag within a tweet, scan "View more tweets," scan to message box and tweet to handle or hashtag topic; adapted keyboard, touchscreen, or adapted mouse.

vote

to express one's choice, views, or opinion in response to a poll

Providing opportunities for students to vote or choose a response in a poll is empowering and motivating. Students also enjoy polling others and can count the results when the poll is completed.

Example 1

The student activates a Step-by-Step™ communicator to count votes.

LITTLE Step-by-Step™ communicator

BIG Step-by-Step™ communicator

Instructor: The instructor records the sequential counting of votes on the LITTLE or BIG Step-by-Step™ communicator.

Student: The student activates the LITTLE or BIG Step-by-Step™ communicator one time per vote to count up the number of votes for each choice.

Example 2

The student activates the iTalk2™ communicator to vote.

iTalk2™ communicator with pic-symbols

Instructor: The instructor records two vote options on the iTalk2™ communicator and fastens pic-symbols representing the two options on the buttons to match.

Student: The student activates the iTalk2™ communicator to vote.

Example 3

The student uses a voting chart to vote.

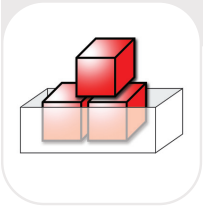
voting chart

Instructor: The instructor makes a voting chart from poster board by drawing a line down the middle, laminating, and putting soft-side hook and loop material on either side of the line. Pic-symbol choices are placed at top or bottom of chart. Voting markers are cubes with hard-sided hook and loop attached.

Student: The student votes by placing a marker (cube) on side with the pic-symbol representing choice.

Example 4

The student places a cube in a container labeled with choices to vote.



Instructor: The instructor labels two or more containers with a pic-symbol representing the choice. The instructor places cubes or other manipulatives on table near containers.

Student: The student votes by placing manipulative in container labeled with the choice preferred.

Notes:

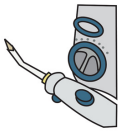
water

to sprinkle water on a garden or plant

The same watering tools can be used for water play in a plastic tub or sensory table.

Example 1

The student uses a water pick to water the garden.



water pick

PowerLink®4 and JellyBeamer™ wireless switch

Instructor: The instructor connects the water pick to a PowerLink®4 control unit and switch and places water pick next to the garden. Use the timed-seconds mode of control set at 15 seconds for repeated practice.

Student: One student holds the water pick wand and a second student activates the switch to spray the water.

Example 2

The student uses spray bottles to water the garden.

spray bottle

Instructor: The instructor sets out small spray bottles filled with water next to the garden.

Student: The student uses two hands to squeeze the spray bottle trigger to water the garden.

Example 3

The student shakes a cup to water the garden.

cup with sippy cup lid

Instructor: The instructor fills a sippy cup with water and places a sippy cup lid on top.

Student: The student shakes the cup upside down over the garden to water it.

Notes:

write

to form characters or symbols on a surface with an instrument

Students write notes, papers, letters, shopping lists, answers to questions in class, reports, and their name.

Example 1

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

LITTLE Step-by-Step™ communicator

BIG Step-by-Step™ communicator

Instructor: The instructor records information to be written on the LITTLE or BIG Step-by-Step™ communicator (one sentence, phrase, word, or letter per step). Direct student to wait for partner to stop writing before giving the next piece of information to write.

Student: The student activates the Step-by-Step™ communicator multiple times to dictate information to be written by a partner. The student waits for partner to stop writing before giving the next piece of information.

Example 2

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

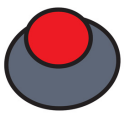
QuickTalker® communicator

Instructor: The instructor records a story idea, what will happen next in the story, characters' names, setting, and/or action, etc. on the QuickTalker® and fastens matching pic-symbols.

Student: To write a story, the student will choose when asked about each of the story components. A student activates the communicator to tell the partner what to write.

Example 3

The student uses rubber stamps or writing utensils to write numbers and symbols.



large rubber stamp

rubber stamp

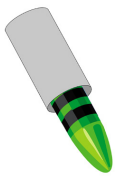
Instructor: The instructor provides rubber stamps in choices of three letters, numerals, or symbols. Option: provide 2 correct, 1 foil choices by showing three pic-symbols representing the choices, then match to rubber stamp to write. Adjust choices based on individual needs and abilities. Errorless learning: provide all correct choices.

Student: The student chooses and matches choice to stamp to write letters, or numerals and symbols for equations. Errorless learning: any choice is correct.

Example 4

The student uses adapted writing utensils to write, scribble, or draw.

adapted marker



adapted crayon

Instructor: The instructor broadens the width of a writing tool by wrapping adhesive back, foam weather stripping, foam pipe insulation, masking tape, duct tape, or soft-side hook and loop material. The instructor extends the length of a crayon by placing it in a piece of narrow PVC pipe and securing it in place with sticky tac. Option: use connectors to build a T-bar and place crayon in the vertical pipe as student holds the horizontal pipes, or use finger crayons.

Student: The student chooses writing tool to scribble, draw, or write.

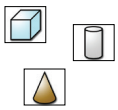
write

to form characters or symbols on a surface with an instrument

Students write notes, papers, letters, shopping lists, answers to questions in class, reports, and their name.

Example 5

The student chooses a pic-symbol or object to write.



pic-symbols

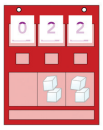
objects

Instructor: The instructor places three picture symbol or object choices near student. For errorless learning, the instructor interprets student's choice to frame it within context. When modeling writing, instructor fastens student-selected picture symbols or objects to writing surface. Option: place two-sided tape.

Student: The student eye gazes to, touches, points to, verbally selects, or takes a pic-symbol or object and fastens to writing surface to write. The student may make such a choice whether or not presented in sets of three or simply available. Option: the student fastens pic-symbol on tape.

Example 6

The student chooses letters, numbers, or words to write.



pocket chart

rubber stamp

Instructor: The instructor provides three choices of letters, words, symbols, or numerals on cards (two correct, one foil). Adjust choices based on individual needs and abilities. Errorless learning: provide all correct choices.

Student: The student chooses letters, words, symbols, and/or numerals to write words, phrases, sentences, or equations.

Example 7

The student uses an adapted keyboard to write on computer.

Keys-U-See® adapted keyboard

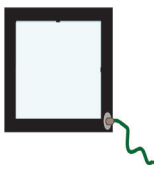
Instructor: The instructor places Keys-U-See® adapted keyboard in a location easily accessed by student and connects to computer. Option: instructor records information on Step-by-Step™ communicator to be typed verbatim or using key words.

Student: The student types with adapted keyboard to write. Option: student may activate Step-by-Step™ communicator for text or key words to help organize writing.

Example 8

The student uses a switch and scanning or touchscreen with onscreen keyboard to write.

Blue2™ switch



touchscreen

Instructor: The instructor connects and sets up touchscreen or Blue2 switch with switch accessible software.

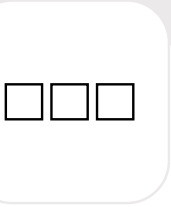
Student: The student activates switch for scanning and selecting keys on onscreen keyboard to write, or direct selects letters on touchscreen to write.

write

to form characters or symbols on a surface with an instrument

Students write notes, papers, letters, shopping lists, answers to questions in class, reports, and their name.

Example 9



writing support for individual letters

The student uses a writing support to write his/her name or a word.

Instructor: The instructor makes a row of boxes, one box for each letter of the student's name. Option: provide rubber stamps with letters.

Student: The student writes each letter of his/her name in the appropriate box. Option: the student chooses and stamps letters.

Example 10

LITTLE Step-by-Step™ communicator

BIG Step-by-Step™ communicator

The student activates the LITTLE or BIG Step-by-Step™ communicator to write his/her name or a word.

Instructor: The instructor records the student's name and each letter of his/her name, in sequential order, on the LITTLE or BIG Step-by-Step™ communicator, one letter per step.

Student: The student activates the LITTLE or BIG Step-by-Step™ communicator, one time per letter in their name, to dictate the spelling of their name to somebody who will help them write their name.

Example 11

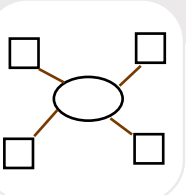
pre-made letter paths

The student follows a pre-made path to write each letter in his/her name, a letter, or a word.

Instructor: The instructor makes name paths for student to write his/her name, a letter, or a word.

Student: The student uses a writing tool to trace along a name path to write his/her name.

Example 12



Word Web graphic organizer

The student uses a word web to organize writing.

Instructor: The instructor provides key words or pic-symbols representing topic and related details and a word web graphic organizer . The instructor assists student as needed in choosing appropriate symbols to organize writing for a story or non-fiction paper. The instructor may number each key word or pic-symbol on the web as chosen by the student for the order of each.

Student: The student chooses key words or pic-symbols to place on word web by eye gaze, point, touch, or verbal selection. The student then chooses the order of each item on the web and uses this order when writing the story or paper.

These pic-symbols can be used on communication devices and switches to draw additional meaning and comprehension to the activity. Photocopy and cut out needed symbols to fasten to assistive technology and/or show to students as choices in a pocket chart or similar display.

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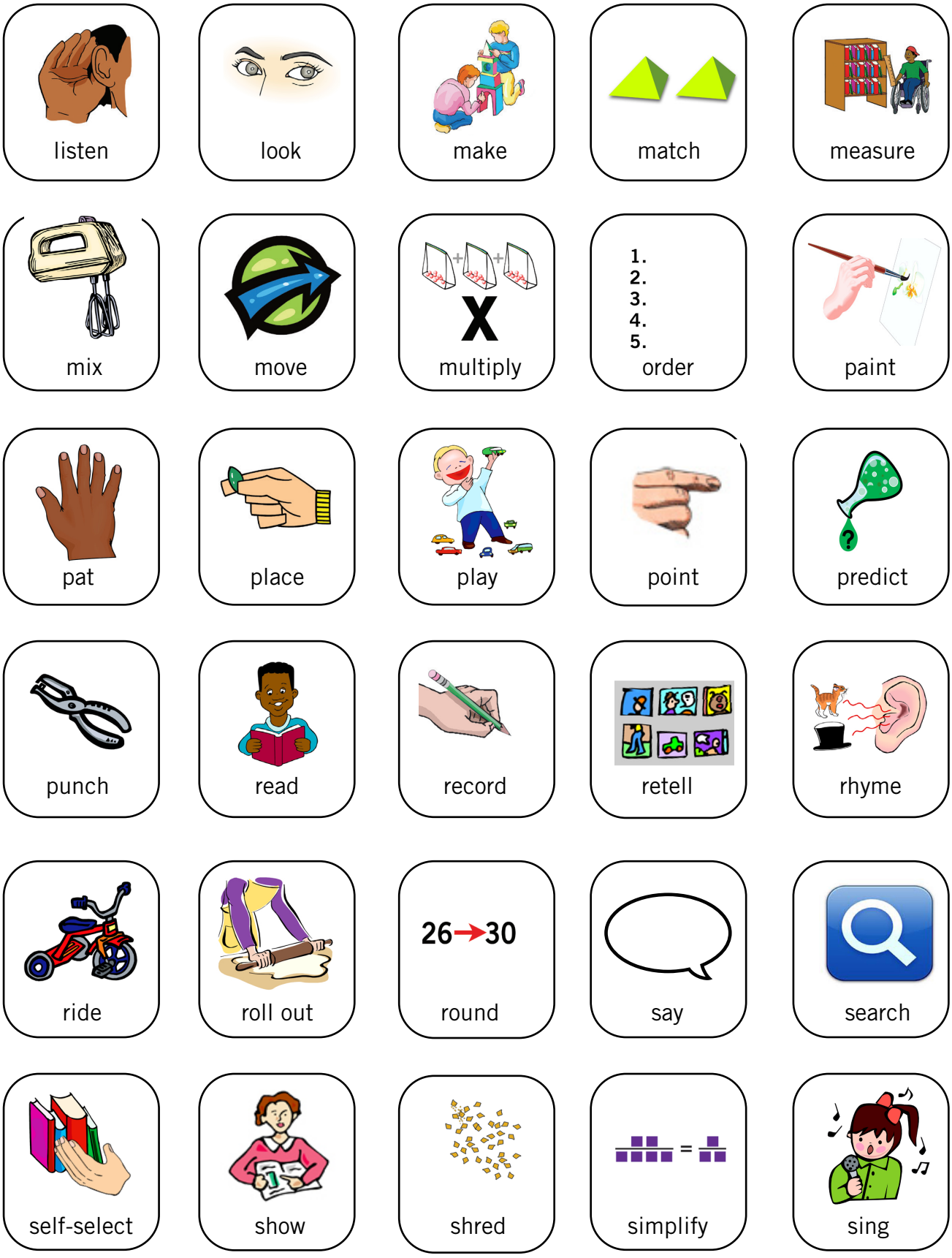

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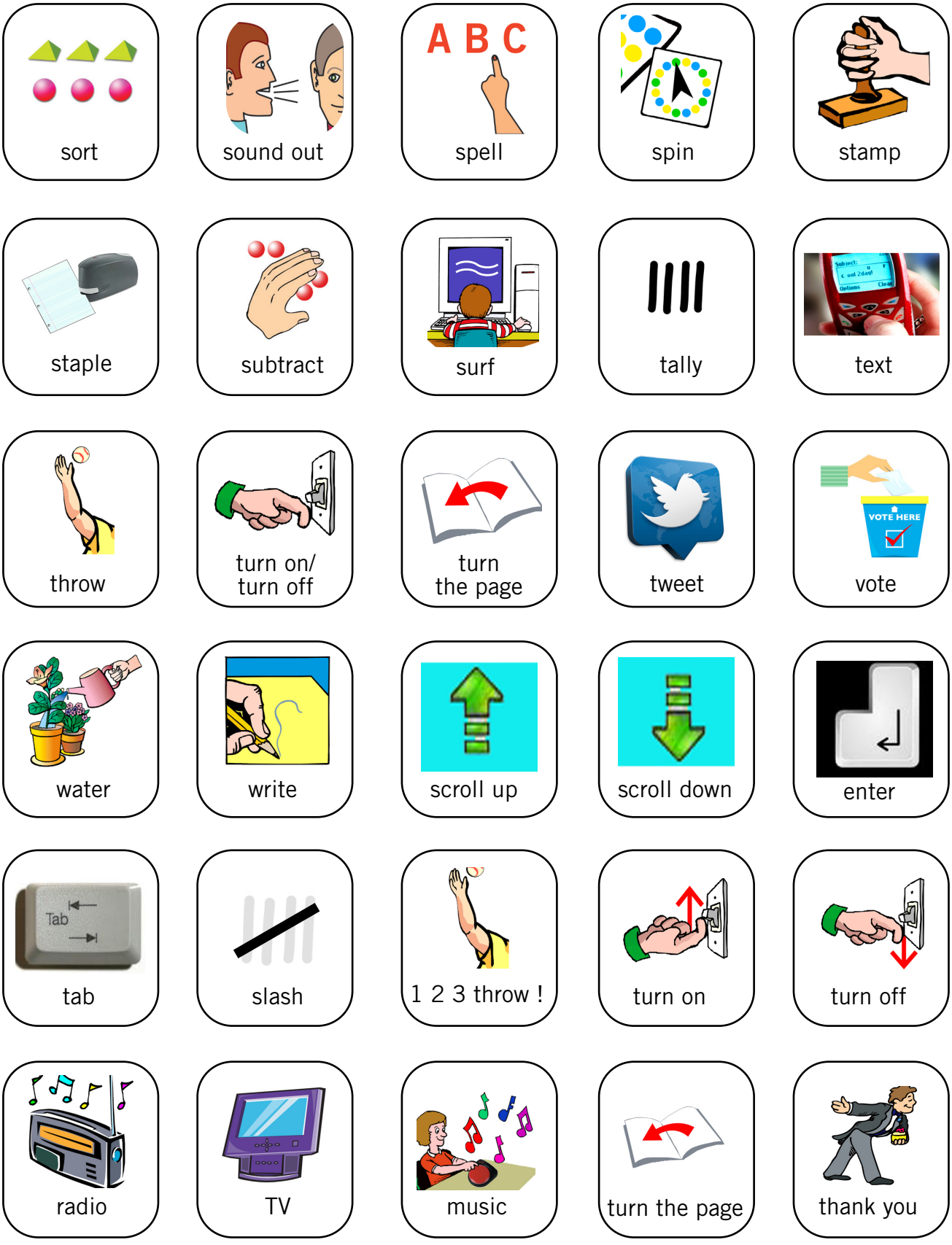

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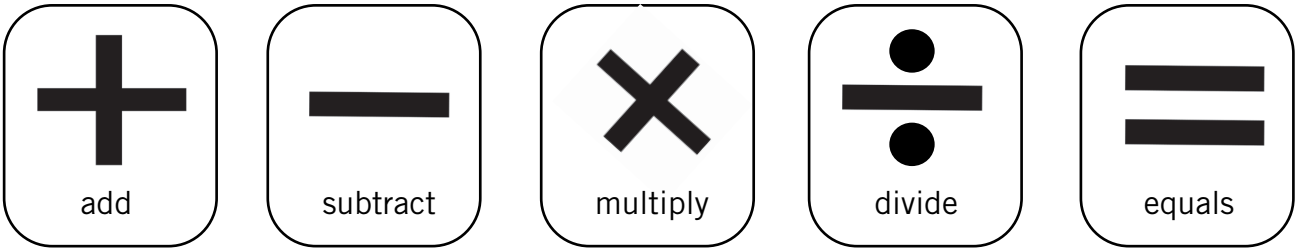

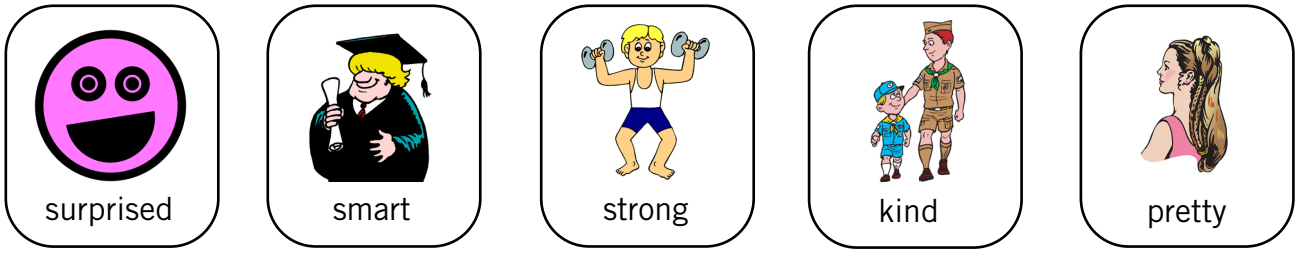

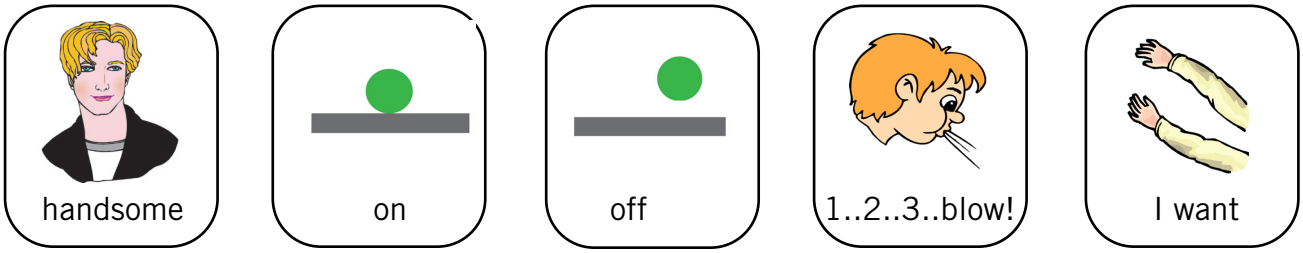

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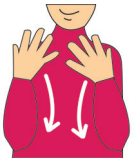
clean up


Wet cloth.


Wipe table.

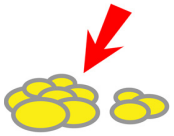

Dry table.

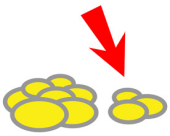

finished

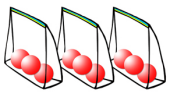

more


less


equal


more


less


equal


yes

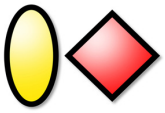

no


color


shape


size


same


different

10,20,30,40

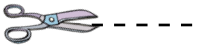
count by 10's

2,4,6,8

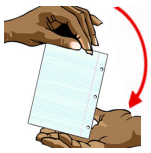
count by 2's

5,10,15,20

count by 5's


Cut on line.


Cut straight.


Turn the paper


cut

glue


fasten


tape


Flip a card!


Draw a card.

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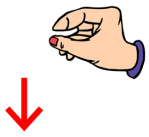
Show me.


This one.


Put it down.


Discard.

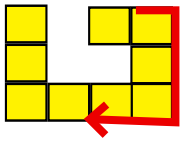

Take one.

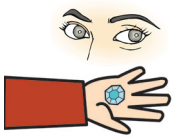

please


Hello!


up


down


Turn corner.


Can I see?


fold


knock


same


matches


no match

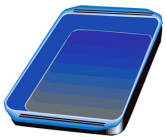

mix


pour


bowl


put

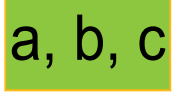

dump


pan

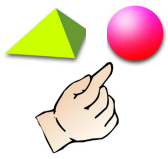

oven


take out

number



letter


Try another.

smooth


flat


I predict

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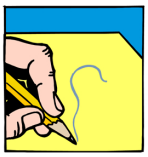
please


punch


Write it.


Skip it.


cat

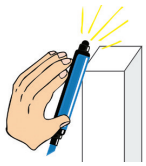

rat


hat


mat


sat


cap

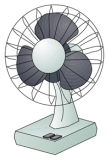

tap

map

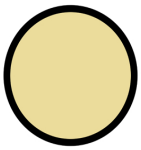

rap

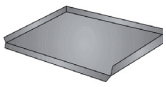

nap


can


fan


man


tan


pan


roll


please


missed spot


other way


read


book


show you


backpack


stamp


staple


thank you

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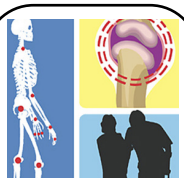

see photos


see status

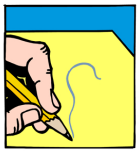

see newsfeed


see messages

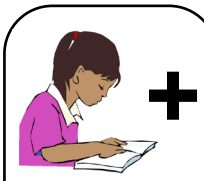

read


skip

like


write


post


read more


open


explain


attach


search


surf


image


picture


article

download


print


again


see


video


play video


funny


cool


don't like


scary


love it!


song

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text


make board

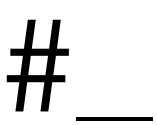

want

Stumble!


skip


reply

handle



hashtag


tweet


read all


email


retweet


Twitter


Facebook


Pinterest

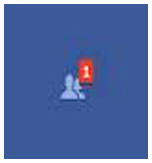

Wikipedia


Stumble Upon

Google

YouTube

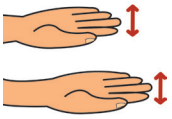
accept


request


friend


yes


no


maybe


album


upload


tag


status

website

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