THREE COMPONENTS OF
AN AUGMENTATIVE COMMUNICATION SYSTEM

1. *INDIVIDUALIZED <u>COMMUNICATION DICTIONARY</u>:*

   A record of idiosyncratic behaviors and actions, unique to an individual, that describes the manner of expression and identifies the specific messages communicated. It may take the form of a written log, photographs, audiotape or videotape.

2. *INDIVIDUALIZED <u>24-hour COMMUNICATION SYSTEM</u>:*

   A combination of communication aids that enable an individual to express basic needs and common preferences to maintain their comfort and participation in daily life activities. It should be low-tech and portable.

3. *INDIVIDUALIZED <u>INTERACTIVE COMMUNICATION ROUTINE</u>:*

   A combination of communication supports which enable an individual to participate in a preferred activity by making choices, directing action, commenting, or asking questions. The communication supports may include voice output communication aids and picture, tangible or textured symbols to express messages. Each routine is scripted and focused on a theme. It may involve the use of adapted appliances as well, i.e., mixer, tape player, computer, fan, etc.

All systems are linked by:

ENVIRONMENTAL ACCESS AND CONTROLS:

Environments may be engineered to enhance an individual's access and control. A device or combination of devices may allow access to operation of electrical or battery operated appliances within living, working/learning, or recreation environments. Devices would include switches, transmitters and receivers, latch boxes, AC adapters, device timers, etc. Lamps, TV's, stereo's, microwave ovens, telephones, page-turners, etc., would be able to be controlled. Environmental access may also be enhanced through construction and physical modifications by building ramps, widening doorways, lowering closet rods or counter tops, etc.

COMMUNICATION DICTIONARY

Our goal is to increase people's opportunities for active participation in life. Routine participation in daily life activities directly enhances quality of life through interaction, hopefully interaction with a variety of people. This creates a climate of interdependence. And interdependence in life is a higher goal than independence because it includes interaction and therefore, builds relationships. The fundamental purpose of communication is to create relationships and to bring people together. It appears that there are some basic supports that are the initial building blocks to accomplishing the goal of active participation through interactive communication. The foundation for these supports lies in identifying each person's current communication abilities and knowing something about how their life goes: their daily activities, their likes/dislikes, their preferences, their interests, their friends, etc.

The first communication support that we can create is a personalized Communication Dictionary for the individual. We want to know HOW IS THIS PERSON COMMUNICATING <u>NOW</u>? The focus is on current ability. We have attempted to answer this question and create a communication dictionary through an interview process.

The interview is designed to get to know the individual and to identify that person's current unique or idiosyncratic ways of expressing him or herself. The interview should gain information from one or more, preferably more, people who have spend a good deal of time with the individual, in a variety of contexts and under a variety of circumstances. We need information from family members, home care providers, day program support persons, other therapists, nurses and so on.

As a start, I usually talk with a residential care provider. It's best to talk to someone who genuinely likes the individual and feels like they know him or her well. I like to sit down with that support person and explain the purpose of the interview first. It is to document the individual's current ways of communicating so that others who may meet him/her later can benefit from all that the caregiver has learned over time. The communication dictionary is a working document. It is never finished. When we discover that the individual has other ways of expressing him or herself, then we can add to it. Hopefully, the communication dictionary will grow over time and it will present information about those things which are important to that person: what bugs him; what he gets excited about; what he likes to do; where he likes to go; who he likes to be with; etc. The interview should be relaxed conversation with opportunities for the informant to share anecdotal information. Some of the most valuable information comes from personal experiences that the caregiver may share during a relaxed interview.

An interview is the basis of establishing an initial communication dictionary. The individual may be encouraged to participate in the interview within their abilities.

The interview information is then transcribed into the written communication dictionary. However, other formats are also appropriate, i.e., a videotape of idiosyncratic sign language or body movements or an audiotape of unique vocalizations or work approximations.

The communication dictionary may be included as a support program for the individual in their ISP. When identifying the individual's Vision in the ISP, I have shared with the team that so-and-so would like everyone to understand him or her better. This works for the areas of life, work/learn and relationships. No team has ever disagreed that this is an accurate component of an individual's vision statement.

There is a copy of the interview format used and a completed communication dictionary included in your handout.

Caregiver Communication Interview

Name _____   Informant _____

Date _____   Relationship _____

Communicative Functions

How do you know when [name] wants something:
>   •in the immediate environment, but s/he cannot get?
>   •in another area (cannot be seen)?

How does [name] ask for help with an object, if s/he cannot use it alone?

How [name] get your attention?

How does [name] let you know that s/he does not want:
>   • an object?
>   • food?
>   • a person?
>   • a location?
>   • an activity?

How does [name] express his/her emotional feelings?
>   •happy
>   •mad
>   •sad
>   •frustrated
>   •surprised

How does [name] communicate his/her physical state?
>   •hot/cold
>   •uncomfortable
>   •ill
>   •constipated
>   •going to have a seizure
>   •need to change clothes
>   •need to use the bathroom
>   •need to be masturbate

How does [name] comment on things which are interesting to him/her?

How does [name] provide information about something unknown to the listener? about something which is not present?

How does [name] ask for new information?
>   •who
>   •where
>   •what
>   •what do

How does [name] participate in social routines?
>   •greetings/farewells
>   •apologies

How does [name] participate in interactive routines?
  •jokes
  •songs
  •games

In summary, it seems that [name] communicates with you to
  request
  ask for help
  reject/refuse
  call for your attention
  comment
  provide information
  ask for information
  express emotions
  express physical state
  participate in social routines
  participate in interactive routines

Semantic Categories (description of verbal language abilities)

Communicative Contexts
Where is [name] when s/he seems to be most expressive?
  •home
  •in vehicles
  •at work/school
  •in public places
  •other

With whom does [name] seem to be most expressive?
  •family
  •children
  •adults
  •peer group
  •familiar persons
  •unfamiliar persons
  •animals

At what time of day does [name] seem to be most expressive?
  •morning
  •afternoon
  •evening
  •whenever well rested
  •middle of the night

What situations seem to promote [name] to express him/herself?
- mealtimes or snacks
- leisure time
- when watching TV
- when looking at a book
- when using the computer
- when relaxing with others in a quiet room
- sporting events
- parties
- daily living routines/ADL's

What situations seem to reduce [name]'s communication?

What situations seem to result in inappropriate communication?

Does [name] initiate interaction with others in specific situations?

Forms of Communication
How does [name] communicate?
- actions on persons: pulling others; putting others hands on objects
- actions on objects: bringing objects to others; manipulating objects
- facial expressions
- vocalizations
- body movements: restlessness; running; rocking; flailing arms
- gesture: using common body movements: shaking/nodding head; shrugging shoulders; pointing; open palm up; finger wagging; etc.
- pictures: point to; bring picture to others; draw pictures
- sign language: approximations; one sign; sign combinations
- written words: approximations; pointing to writing; read words
- verbal: meaningful; repetitive; non-meaningful; intelligible
- communication aids:
- idiosyncratic behaviors: aggressions; self injurious behaviors

How easy is it to understand what [name] communicates?

Are there times that you know [name] is trying to tell you something, but you cannot understand it? How often does this happen? Is s/he frustrated?

Communication Dictionary

For _____

This is what I do:		This is what it means:

Name: "Name"
Date: 12/21/01

COMMUNICATION DICTIONARY
SUPPORT PROGRAM

The following dictionary of communicative behavior has been developed to introduce new friends, acquaintances and/or newly assigned caregivers to Name's way of communicating. Please share it with any new person who will be interacting with him.

This list of different meaningful actions was developed by several people who are very familiar with Name's daily communication style. Review of this communication dictionary may assist others to better understand and interact with him.

A communication dictionary is never completed. New ways of communicating may develop throughout a person's lifetime. Anyone may help to keep this dictionary up to date by adding to it or by modifying what is already included.

Thank you for sharing Name's communication dictionary.

This is what I do:	This is what it means:
Sings/Taps foot	I'M HAPPY!
Turns head towards the next room.	I'M CONTENT.
Yells	THAT HURTS!
Cries out.	I WANT SOME ATTENTION!
Cries	I'M UPSET.
Rubs groin, pulls on his boxer shorts and may vocalize.	I NEED TO USE THE RESTROOM.
Vocalizes and may push up on toilet chair.	I'M FINISHED WITH THIS.
Pushes away.	I DON'T LIKE THAT!
Yells out when he has pillows on his chair	I NEED TO HAVE MY PILLOWS ADJUSTED.
Yells out when he does not have pillows on his chair.	GET ME MY PILLOWS!
Hits the side of his head with his hand while yelling and crying.	I'M IN PAIN!

Author: Lourie Smith Pohl, CCC-SLP

24-Hour Communication Systems

Once the communication dictionary has been established, we can start on priority two, the 24-hour communication system. This is an aided system of communication for individuals who do not have a functional unaided symbolic communication system. The 24-hour system provides the user with access to a customized set of messages during all waking hours. It widens the user's circle of communicative influence and presents the user as a socially competent communicator.

In most cases this system is low tech and portable. For persons who use a high tech system mounted onto their wheelchair or in a particular environment, this low tech system is the one which will be kept with them at all times and used when they are in a different context i.e., in bed, in the van, at the pool, in an alternative position, etc. A low tech system is also important when needed as a back-up for a more sophisticated device, due to breakdown or battery failure.

The format for the system is based upon the abilities of the user. It may be an eye gaze system, a manual pointing board, a partner assisted scanning display, a loop ring of individual symbols, a wallet display, a notebook, etc.

Again, the symbol choice is based upon the abilities of the user. It may be a picture-based system with PCS and/or photographs, tangible symbol system, textured system, olfactory/textured system, etc. The symbols should be as transparent as possible so that communication partners will understand the messages without difficulty. All systems should include written text so that the communicative partner could read the message represented by the symbol. And of course, incorporating literacy into symbolic systems is always a preferred practice.

Each system is composed of a set of message symbols which indicate frequent concerns for the individual, i.e., I need to be repositioned; I need to change my clothes; Leave me alone; Let's visit for a while; Let's get outta here; I want something to drink. In many cases these messages will represent basic needs to some extent.

Extensions to the 24-hour system are appropriate as well. The messages should not be limited to topics regarding basic needs alone. They may include other directives, comments, information seeking messages, expressions of feeling or contributions to a social routine. These supplemental choices may be indicated in a purposeful manner, socially or within specific contexts. There are individuals whose receptive communication abilities may be uncertain. Supplemental choices are still appropriate although these individuals may select message symbols in a somewhat random manner. In this case, choices are provided as <u>errorless</u> options, where either choice would be appropriate. The messages may be comments

or questions that serve to maintain the interaction. Support staff can facilitate these messages by guiding the individual through the process. This is a respectful and appropriate process. It brings the dignity of human communication and interaction to the process. Offering opportunities for others to contribute to the interaction shows respect and value for communicative interactions and relationships. This is yet another opportunity to participate in life's activities. These symbols may be added and removed from the display as needed.

The targeted messages for a 24-hour system can usually be determined from the communication dictionary interview. Selected messages may include:

• Messages that were revealed to be very important to the individual, but were rarely understood by others.

• A single symbol which expresses a message effectively and with little effort may avoid an incident of self-abuse or injury. It may begin to replace a less appropriate behavioral expression and should be included in the system.

• Messages which support participation in favored activities.

• Messages which serve the common health needs of the individual, such as: change clothes, get out of wheelchair, move to a new position, drink, eat, pain, etc. are excellent choices. These messages also emphasize the clinical/medical necessity of communication therapy.

Learning communication strategies to enhance participation in life will inevitably impact upon physical and mental health. Although we cannot isolate those messages that support health and safety, speech therapy that facilitates communication focused on any topic will impact upon areas of health as well.

And so the 24-hour communication system is designed to be used in natural contexts. Support staff should be taught to implement it on an ongoing basis. This involves emphasis on informing the individual as to what activity will be happening next, or labeling a feeling, emotion, or object that will be used. Whenever the individual experiences cramping associated with PMS, assist them to use the pain symbol. Whenever the individual has a change of clothing/Attends, use the change clothes symbol. Whenever the individual seems agitated by noise, use the quiet symbol. And so on. The 24-hour system symbols will be learned by modeling and reinforcement. The message symbols may be chosen more spontaneously over time. For this to occur however, the system must be available consistently and used across contexts with immediate and consistent reinforcement.

Development of Communication Supports Worksheet

Name: _____

Date: _____

A.   24 Hour Communication System

Display type:

    eye gaze   symbol board   symbol ring
    symbol strip   symbol book   scheduling system format

Symbol type: (indicate all that apply)

    tangible textured   black & white line drawings
    olfactory   photographs

Consider messages in the following areas:

    issues specific to the individual
    behavioral support
    health & comfort
    preferences
    social comments

BASIC SYSTEM•

Message	Symbol
1-	
2-	
3-	
4 • -	
5 * -	

- Basic 24 hr. system has at least 4 messages, but more if needed.

SUPPLEMENTARY MESSAGES*

Additional messages may be added to the basic 24 hr. System for choicemaking and participation. Consider environments of home, work/school/day program and integrated community settings.

24-Hour Communication System
Support Program

Caregivers will present NAME with her 24-hour photo and tangible symbol communication system to express a need/desire when she appears to be uncomfortable, bored or wanting to participate in an activity.

Rationale:
NAME requires access to a means of expressive communication during all waking hours. Consistent supported use of a familiar communication system will enable her:
1- to indicate some basic needs;
2- to express preferences for favorite activities and
3- to participate actively in activities.
Over time NAME may become increasingly independent expressing herself through the use of this system.

Description of System:
NAME 's system is a collection of photos placed in related contexts around her home and tangible communication symbols mounted on sturdy plastic cards. The photos and tangible symbol cards may be used individually or in pairs for choice making. The collection of basic-needs cards is stored on a metal ring and hangs from the back of NAME 's wheelchair frame. The leisure choices are mounted to a wall display in her livingroom. A single card may be removed or several cards may be removed for choice making. Photos are attached to the wall in the context of use.

Tangible Symbols and Messages:
    1- I NEED TO USE THE <u>BATHROOM</u>. (piece of bathroom tile)
    2- I'M READY TO <u>STOP</u> NOW. (shape of red stop sign)
    3- I WANT YOU TO <u>HOLD ME</u>. (piece of fuzzy purple fabric)
    4- I'M READY FOR SOMETHING TO <u>EAT</u>. (bowl of a small spoon)
    5- I'M READY FOR A <u>DRINK</u>. (half of a plastic tumbler)
    6- I WANT TO DO <u>MORE</u> OF THIS. (piece of cording wound in a circle)
    7- LET'S TRY SOMETHING <u>DIFFERENT</u>. (piece of fabric in the shape of a triangle)
    8- I WANT A <u>MASSAGE</u> NOW. (fabric cut in the shape of a hand)
    9- I WANT TO <u>SIT ON THE FLOOR</u>. (piece of carpet)
    10- I NEED THE <u>FAN</u> NOW. (shapes of fan blades)
    11- I WANT MY <u>DOMINOS</u>.
    12- I WANT MY <u>BLOCKS.</u>
    13- I WANT A <u>MAGAZINE.</u>
    14- I WANT A <u>PUZZLE.</u>
    15- I WANT MY <u>CHECKERS</u>.
    16- I WANT MY <u>SHAPES</u>.
    17- I WANT SOME <u>LOTION</u>.
    18- <u>FILE</u> MY NAILS NOW, PLEASE.
    19- HOW ABOUT SOME <u>NAIL POLISH</u>?

<u>Leisure Photo Symbols:</u>
  1- I WANT MY DRUM.
  2- I WANT MY XYLOPHONE.
  3- I WANT MY STACKING TOY.
  4- I WANT MY TAMBORINE AND MARACA.
  5- I WANT BY BEAD COUNTERS.
  6- I WANT MY STACKING COUNTER.

<u>Photo Symbols:</u>
Currently, photographs that represent locations and items in NAME 's home are velcroed to the walls of the corresponding area or to the item.

- Home
- Van
- Kitchen
- Living room
- Patio doorway
- Patio
- Bathing area

- Bedroom
- TV (living room photo and bedroom photo)
- Listen to music
- Water the plants
- Recliner
- Wheelchair
- Wedge

Photos of persons familiar to NAME are collected and available in a binder on the bookshelf in the living room of her home. The relationships that NAME has with others in her life are very important to her.

Photos of locations that she visits are located in the home van.

These photos were selected because they represent NAME 's concerns and interests. However if changes occur and/or additional interests emerge, current symbols and messages may be changed and/or additional symbols may be added.

NAME also has a Step-by-Step VOCA mounted on the lap tray of her wheelchair. This simple voice output system is available to have specific messages programmed for specific activities (see Programming Instructions for VOCA, Creating Quality Messages for Interaction and Interactive Communication Routines and scripts) and for general socialization.

When to Use the System:
Caregivers should watch NAME to see if she is bored, looking for something to do, or is becoming uncomfortable. When other opportunities for activity are not presented, NAME may simply sit in her wheelchair and doze. If these behaviors or any other indications of boredom present themselves according to her facial expression or body movement, the caregiver should use the 24 hour system as follows:

<u>How to Use the System:</u>
When to use <u>ONE PHOTO or ONE TANGIBLE SYMBOL</u>--when you are <u>providing information.</u>
  1. Select the symbol that represents <u>where</u> NAME will be going, either inside her home or in the van, or <u>who</u> or <u>what</u> is being discussed.
  2. Place the symbol on her lap tray, on the velcro so that she can easily see it.
  3. Tell NAME WHERE she is going or WHO is being discussed or WHAT she will be doing. This information is the subject of the symbol.
  4. Put out your hand so that NAME will hand the symbol to you.

5. Follow up with what you have told her IMMEDIATELY.

When to use TWO PHOTOS or TWO TANGIBLE SYMBOLS—when you are <u>offering a choice.</u>
1. Select the two symbols that represent two possible choices for NAME to indicate.
2. Place the symbols in front of NAME so that she can see both of them.
3. Label each of the choices as you show them to NAME .
4. WAIT!!
5. Repeat the choice no more than 3 times.
6. If NAME does not reach toward one of the choices, assist her to pick up one of the symbol choices. Extend your hand to receive the symbol. If she does not give any indication, you may choose for her.
7. Verbally restate her choice, in confirmation.
8. Follow up with the choice that she has made IMMEDIATELY.

Consistent follow through by the caregiver is essential. It is important to <u>always</u> follow NAME 's choice with a response to her message.

Each time that a choice is offered, it is important that a final choice be made. DO NOT PUT THE SYMBOLS AWAY AND FORGET ABOUT THIS CHOICEMAKING OPPORTUNITY. The goal is for NAME to become an active communicator and not always rely on those nearby to make all choices for her.

Throughout the day, as caregivers assist NAME with her daily activities, the 24-hour system may be used. Each time that one of the messages on the 24-hour system is appropriate, caregivers should present that message symbol to reinforce its use.

Contact Person: Lourie Smith Pohl, CCC-SLP

Interactive Communication Routines

Now we need to address the third communication priority in the participatory model. Given that our goal is to include individuals in daily life activities, we must create supports to provide for ongoing interactive communication in meaningful contexts.

An interactive communication routine may consist of a series of activities, with associated supports, to facilitate participation in enjoyable life activities. It may include choice making opportunities; commentary on the activities; storytelling; small talk about the activities and facilitated participation through sensory involvement.

Interactive communication training will be most effective when it is integrated into activities that are functional, frequently occurring, motivating and age-appropriate. These activities seem to be concentrated into several categories.

1- <u>Home Life Activities</u>
2- <u>Vocational Training Activities</u>
3- <u>Community Living Activities</u>
4- <u>Leisure/Recreational Activities</u> at home or in the community
5- <u>Social Conversations</u>

There are two types of interactive communication routines: functional and conversational. Functional routines are process <u>and</u> outcome oriented. These communication routines accompany activities that require ordered steps of action and predictable interaction. The messages serve the function to advance the activity in a step-by-step fashion. The messages must be delivered in sequence to assure that the activity proceeds from logical beginning to logical end. A clearly ordered and predictable set of messages is necessary to sell a newspaper, get a manicure or make a cake.

Other interactions are more conversational in nature and do not require a specifically ordered set of messages. This type of interaction includes conversational communication routines. With these routines messages may be created around a selected topic that appears to have characteristics and related activities that the individual would appreciate (i.e., furry animals, pleasing scents, singing birds, fancy make-up and clothing, specific types of music, etc.). When an individual's preferences have been discovered, these topics are easily identified. The functions of messages presented within these routines are to participate via social/conversational interaction, comments and requests for stories and information about the topic. The messages do not include making requests or providing information that serves to move the action along. These conversational interactive routines require messages that facilitate participation but are

more flexible in the content and sequence of delivery. Both types of interactive communication routines: functional and conversational are appropriate and require supports.

In either case the interactions that will occur regarding the identified activity or conversational topic may be planned. When the context is known the messages may be anticipated and scripted.

Identifying the sequence of events that occur as the activity progresses, and matching them to corresponding messages that support participation is a method to develop the script for an activity-based interactive communication routine.

Identifying a group of messages appropriate for that conversational topic may develop the script for a conversational interactive communication routine. Questions, comments, storytelling and small talk may be integrated into the discussion. Props may be an important part of the conversation and can be used as supports. Photographs, tangible objects, cassette tapes and books may be used to advance the discussion. Personal experiences of the communication partner are often a part of the discussion and serve to keep the conversation fresh over a period of time.

One specific script should be developed for each identified interactive communication routine. This is called a concentrated set of messages. A more diluted set of messages, which serves multiple contexts, would not be as successful for this interactive activity. Instead one dedicated display can be associated with each activity.

Sentence-based messages are preferred over word-based generative messages for persons who need to experience immediate success interacting within an activity. This will increase the rate of meaningful message transmission resulting in immediate inclusion in the activity. There are no syntactic pre-requisites. Sentence-based systems also convey messages that are linguistically correct and grammatically complete. They allow communication of age-appropriate messages and present the user as a socially competent communicator.

Message arrays that contain symbols organized according to the order of events within the activity will best support participation. The symbol set will provide cues regarding the logical sequence of actions in the activity and will support the choice of a message that corresponds with the appropriate action. Repeated participation in the activity with the communication supports will aid in learning both the activity and the messages.

When scripting the specific messages within a functional activity consider the following:
- The message should prompt an immediate change in the environment.

OR
-     The message should elicit an immediate response from the communication partner.

OR
-     The message may be used repeatedly within the activity.

Now that the script has been developed, a display must be created. Consider the sensory and physical access abilities of the user to determine the type of display and symbols required, just as with the 24-hour system. Refer to the script and identify the most salient concept for each message. Develop a symbol to represent each concept on the display. When each message in the script has been developed in symbolic form and added to the message array, the communication support has been finished.

An interactive communication routine could be focused on the theme of cars and it could be chosen because an individual loves to go for rides in cars and vans. S/He might have a collection of classic car models and/or remote controlled cars and trucks. Other members of the team may be involved to adapt equipment or identify functional positions when physical disabilities are an issue.

There are copies of several interactive programs in your handout. The scripts for the interactive communication routines are included in the program.

B. *Interactive Communication Routines (ICR)*

Selection Criteria   *Possible Areas of Interest*

   functional   *Home-Life*

   frequently occurring   *Vocational*

   motivating   *Community Living*

   age-appropriate   *Leisure/Recreation*

                                    Social Conversation

Refer to the "Listing of Activities Conducive to Interactive Scripts" for specific activity suggestions.

Consider focusing ICRs around a theme in order to develop many activities and creating a hobby for an individual.

Ideas for a THEME: _____

                                       _____

                                       _____

ICR OPTIONS

Areas of interest	Possible ICRs
1 – Home-Life	
2 – Vocational/Day Program	
3 – Leisure/Recreation	
4 – Community Living	
5 – Social Conversation	

Identify areas of established interest as determined by the individual and the caregiver interview.

Goal: To create and implement one ICR for each interest area. A new ICR could be introduced each quarter/semi-annually until all areas are covered.

Remote Controlled Car Routine – Name

Script for Name's Interactive Routine with Remote Controlled Cars

Communication Goal: Increase communicative participation through symbolic choicemaking and VOCA use

Theme: "On the Road Again"

Activity Sequence	Messages (Script)	Materials Needed	Adaptations Needed
Activity choice	1. Let's get the cars and take 'em for a spin. 2. Let's listen to some tunes		Symbols
Location choice	1. I wanna do this in the livingroom. 2. I wanna do it on the patio 3. I wanna do it in my bedroom.		Symbols
Car choice (present 2 of the cars as choices)	1. I want this one. 2. I want that one.	Two of Name's matchbox or remote controlled cars	Remote controlled cars have adapted flexible adapted joystick extensions
Obstacle choices (offer only 2 choices at one time)	1. Let's get the roadblock. 2. I think I want the ramp. 3. Let's smash a fence. 4. Go for the cans	Barriers to use as roadblocks Homemade ramps	Symbols
Road choices	1. Let's use the blue road. 2. The white road looks good.	Corrugated plastic strips for roads	Symbols
Set up the equipment for driving		Ramps Roadblocks Blue road White road	Small laptray Adapted remote joystick for car/truck VOCA***see back of page
Choice to continue	1. Let's drive some more. 2. Hey, I'm finished with this!	All the above equipment	Symbols

Remote Controlled Car Routine – Name

** VOCA Comments:

These comments may be recorded in sequence on Name's Step-by-Step VOCA or singly on his BigMac VOCA.

- Hey, that was a fast run!
- Where's my pit crew?
- Let's crash 'em.
- We're burnin' rubber now.
- Get outta my way!
- I own the road!
- Do you think that you could drive faster?
- Why don't you take a turn?
- You drive like my grandmother!
- That's enough, I'll show you how it is done.

Music Routine – Name

Script for Name's Interactive Routine with Music

Communication Goal: Increase communicative participation through symbolic choicemaking and VOCA use

Theme: "On the Road Again"

Activity Sequence	Messages (Script)	Materials Needed	Adaptations Needed
Activity choice	1. Let's get the cars and take 'em for a spin. 2. Let's listen to some tunes		Symbols
Location choice	1. I wanna do this in the livingroom. 2. I wanna do it on the patio 3. I wanna do it in my bedroom.		Symbols
Musical category choice (cover the tape cassettes cases with blue or pink paper)	1. I'll try the blue tapes. 2. I feel like listening to the pink tapes today.		Symbols
Specific tape/song choice (offer only 2 tapes at one time from the chosen category support the choice by naming the title)	1. Baby You Can Drive My Car 2. King of the Road 3. Deadman's Curve 4. On the Road Again	Tapes	
Listen to the music	Use VOCA script messages	Tape player Tape	Switch adapted tape player Switch VOCA with pre-recorded script of messages
Express an opinion about the music	1. We could have skipped that tape! 2. Cool, I liked that one.		Symbols
Choice to continue (repeat above procedure for choosing more tapes until "finished" is indicated)	1. Let's listen to something else. 2. Hey, I'm finished with this!	All the above equipment	Symbols

Music Routine – Name

** VOCA Comments:

These comments may be recorded in sequence on Name's Step-by-Step VOCA or singly on his BigMac VOCA.

- Let's hear it again.
- Too loud.
- What do think of this one?
- Great tape!
- Are they going to come here in concert?
- This might be good to dance to.
- I would like some more music by this artist.
- Did you know I went to the Journal Pavilion to a concert?