

SAMPLE STUDENT'S EDUCATIONAL SKILLS

Fine Motor Goal

The Student Will Increase Her Active Participation In Functional Skills At Home, School And In The Community.

1. The student will use a switch with less physical and verbal prompting to participate in...
 - leisure activities
 - having a voice
 - helping others
 - controlling her environment
2. The student will increase the use of her hands to reach, grasp, hold and release objects in a variety of functional activities. (e.g., holding onto her spoon longer)
3. The student will increase her intentional use of her eyes and gaze by ...
 - tracking objects and people
 - looking at the computer for longer periods of time
 - looking for cues/objects in her environment, etc.

Communication/Social Goals Combined

The Student Will Communicate Effectively With Those Around Her. The Student Will Continue To Develop Her Social Skills And Expand Her Experiences And Relationships.

1. The student will consistently respond to greetings by glancing at the person.
2. The student will expand her items for choices between 2-3 objects/pictures with her hand.
3. The student will consistently indicate that she wants "more" of a favourite activity through her...
 - facial expressions
 - vocalizations
 - approximation of the "more" sign
4. The student will increase her imitation of vocalizations to add to her functional communication.
5. The student will consistently follow directions within her physical capability. (e.g., "Look at...; chew your food; hold on with your hands; touch the")
6. The student will use object cues to increase her anticipation of upcoming activities.

Gross Motor Goal

The Student Will Actively Participate In Routines Throughout The Day To Promote Flexibility And Mobility.

1. The student will participate in physical activities with less verbal/physical prompting in...
 - weight bearing & stretching during exercise routines
 - transfers
 - walking in her walker
 - swimming, etc.

SAMPLE STUDENT'S IEP OBJECTIVES FOR COOKING TEACHER

Here is a list of IEP objectives streamlined for the cooking teacher.

1. The Student Will Point To Make Choices Between Pictures And/Or Objects To Indicate Her Needs, Wants And Make Conversation With Others.

As the cooking teacher, I can hold up two objects and ask the student to pick the one to be added to the recipe.

2. The Student Will Use A Voice Output Device To Initiate Interactions With Peers And Adults.

As the cooking teacher, I can arrange for the student to provide directions for a recipe to one of the cooking groups.

3. The Student Will Use Her Existing Hand Skills To Actively Participate In More Activities With Less Prompting.

As the cooking teacher, I can encourage the student to get utensils and materials out with her peers and help put them away.

4. The Student Will Move Through Her Routines And Jobs ...

- with increased accuracy in her use of the walker with less prompting for specific destinations.
- by moving from one hand walking to more independent walking for short distances.
- with increased independence and less prompting in transitions such as moving from floor to sitting or standing.

As cooking teacher, I can provide (ahead of time) the recipes to the assistant to help create communication boards to be paired with portions of her routine (e.g., clean up, getting materials, etc.), to decrease her need for verbal prompting.

5. The Student Will Greet Others By Making Eye Contact With Them When They Are Face To Face With Her And Say Hello.

As cooking teacher, I can crouch down say hello to the student. When she makes eye contact with me, I will comment "Good looking at me. You said hello".



How Can The Student Be An Active Participant In Wood Working Class?

1. Practice Her Communication

- Make choices about what which part to sand, file, paint or nail next, if the order doesn't matter
- Make choices about whom she will give her project to
- Test her comprehension for numbers on her E-Tran when talking about numbers during measurement, etc. (e.g., place 3 or 4 numbers on her E-Tran and ask her to gaze at the correct number)

2. Practice Using Her Switch & Powerlink

- use a switch with a palm sander to smooth the wood on her project
- use a switch with a palm sander with a buffer attachment (sheep skin) to shine any surfaces after they are finished with wood stain or natural oil
- use a switch to turn on a hand held saw, while someone else actually cuts the material
- use a switch to operate an electric drill, which someone else actually holds and manipulates on the project (e.g., EA, peer, peer tutor, etc.)
- use a switch to run a blow dryer to dry her painted project or those of other classmates
- use a switch to run a blow dryer to dry the Varathane coats applied to the finished project

3. Practice Using Her BIGmack or Step-by-Step Communicator....

- give the special instructions to other students in her pod or area (as no sheets with directions are provided)
- ask peers questions about safety that they need to answer
- visit each pod and deliver a message or reminder from the woodworking teacher throughout the class or at the end of the class




Our student is using a jelly bean switch with her head to run the palm sander in the wood working class.

PARALLEL ACTIVITIES

Students can be involved within age appropriate activities in a variety of ways and for different lengths of time. Where classrooms have more direct instruction and individual seat work, activities can involve the entire school as well as the student's own age appropriate class. The following are some examples of different involvement.

5 Minute Classroom Activity (In & Out)

The Student's Parallel Activity	Class Activity
<ul style="list-style-type: none"> • give an announcement from the teacher to the class at the start of the day 	<ul style="list-style-type: none"> • listening for announcement
<ul style="list-style-type: none"> • give a reminder about homework before going home 	<ul style="list-style-type: none"> • listening for homework reminder
<ul style="list-style-type: none"> • give a joke or riddle about a theme being studied 	<ul style="list-style-type: none"> • figuring out the riddle for the work period
<ul style="list-style-type: none"> • give a math brain teaser to the class 	<ul style="list-style-type: none"> • class has to figure out the answer during the math period
<ul style="list-style-type: none"> • give the answer to a brain teaser about a topic being researched by the class 	<ul style="list-style-type: none"> • peers check to see if their answer matches that given by The student
<p>Students can give short announcements to the class for the teacher...</p> <ul style="list-style-type: none"> • at the end of the day (i.e., an assignment to complete and hand in tomorrow) • before recess (i.e., wear coats outside as it is very cold) • first thing in the morning (i.e., announcements for the school which may usually read by the teacher) • throughout an activity (i.e., reminders to work quietly on a self-directed project) 	

Working In Small Pull-Out Groups

The student's Parallel Activity	Class Activity
<ul style="list-style-type: none"> • play music for a small group that parallels with the theme of what they are doing 	<ul style="list-style-type: none"> • art activity reward for those who finish work early
<ul style="list-style-type: none"> • play sound effects that parallel with what the class is studying (e.g., whales, native chants, machines making noises) 	<ul style="list-style-type: none"> • those 2-3 students who need extra help on research project for science or socials
<ul style="list-style-type: none"> • use switch with spinner to give numbers to math drills or questions 	<ul style="list-style-type: none"> • math drills in resource room
<ul style="list-style-type: none"> • use Step-by-Step Communicator with directions for the experiment 	<ul style="list-style-type: none"> • science experiment
<ul style="list-style-type: none"> • use the switch and Powerlink to run a fan 	<ul style="list-style-type: none"> • class is working on activities in a hot room or after gym time

Example Of A Student Working In Small Pull-Out Group



Peers can practice on their own skills with in small groups using games.

Here our student is using an All-Turn-It Spinner by AbleNet in place of a dice to provide peers in this small working group with the numbers.

A Student Contributing to the Entire Class

The Student's Activity	Class Activity
<ul style="list-style-type: none"> • give spelling test to peers 	<ul style="list-style-type: none"> • spelling
<ul style="list-style-type: none"> • provide questions for the unit on "bats" using the step by step communicator 	<ul style="list-style-type: none"> • science - bats
<ul style="list-style-type: none"> • recorded key information for upcoming test with Step-by-Step Communicator for information on socials 	<ul style="list-style-type: none"> • socials
<ul style="list-style-type: none"> • use the switch to turn on tape for class to sing along 	<ul style="list-style-type: none"> • music – singing songs to tape
<ul style="list-style-type: none"> • use switch and Powerlink to play music for a dance class in gym 	<ul style="list-style-type: none"> • dance
<ul style="list-style-type: none"> • use switch and spinner to give numbers to part of the questions being demonstrated on the board for class 	<ul style="list-style-type: none"> • group math lesson
<ul style="list-style-type: none"> • use switch and spinner 	<ul style="list-style-type: none"> • class game for reward on Thursdays

Classroom teachers can involve students using switches, in many activities with the entire class as is shown here ...

- as a warm up activity
- to practice addition, subtraction, multiplication skills, etc.

- to reinforce a particular skill which has been taught the previous day

- as a reward for on-task behaviour for the entire group!

The student is using an All-Turn-It Spinner to select the numbers for the teacher.



SAMPLE STUDENT'S MOTIVATORS

We need to incorporate some of the following personal motivators into each activity that the student is participating in. This will help to “motivate” the student to work on his/her skills. Those who know the student best (EAs, family and other team members) have generated this list. It should be updated once a year.

- animals (especially cats)
- using hands in any way, touching objects
- helping others
- working with peers
- animated voices (particularly when listening to a story)
- brightly coloured, simple, contrasting objects (not pictures)
- water (swimming, bath, washing hands, water play, watering plants)
- mobility (moving in wheelchair; moving fast)
- going for walks outside if the weather is nice
- rough housing (getting out of the wheelchair and moving around)
- one to one contact with people
- unusual sound effects (activities, objects, stories, videos, etc.)
- music (western and rock and roll especially)
- food (especially bananas and puddings)

Dislikes or Least Preferred Activities

- working in isolation
- sudden noises or high pitched noises
- sitting and listening without being actively involved
- vibrations
- toys that don't make sounds (e.g., stuffed animals)
- drawing or fine motor activities that involve pencils with hand over hand
- standing in the standing frame

insert sample personal dictionary

ENVIRONMENTAL SCAN ROUTINES & JOBS

What kinds of routines and jobs exist in your student's classroom and school? Routines are great to include your student as occur frequently and the student can often provide a service to others while practicing his/her own skills.

Functional Activities & Routines In The Classroom

- sharpening pencils
- buddy reading
- announcements
- math brainteaser
- spelling drill
- calendar
- counting exercises
- music, art, gym
- lunchtime activities
- centre time (science, socials, etc.)
- handing out or collecting worksheets or materials
- stamping classmates work



Most students enjoy music!
We need to refer to the student's skill list (IEP objectives) to ensure that s/he has opportunities to maximize his/her active participation (e.g., making choices of music or instruments; using hands; making comments with a voice output device).

Many music classes offer opportunities for movement as well, whether that be in a wheelchair, walker, walking with assistance, or using a mobile standing frame.

This student is also involved in making choices (i.e., which student to stop behind) to participate in the game.



Functional Activities & Routines Around The School

- hang out at recess
- deliver messages for secretary to teachers
- fill vending machine
- sharpen pencils for secretary
- collect and deliver attendance
- greet to secretary, principal, custodian, LA teacher, peers, librarian, etc.
- bathroom activities, which offer opportunities to be more independent
- help with weekly staff “snack days”
- make popcorn for movies or recess
- sell muffins (fund raiser)
- stamp books in library
- water plants in library, office, LA room, classroom, teacher's lounge
- hand out materials in gym or in class
- collect papers or other materials for the teacher
- purchase groceries for cooking class or staff lounge
- clean utensils or sort tools for art teacher
- tidy library, gym equipment room, staff room, cooking room, etc.



Students can practice skills throughout many functional jobs around the school. Replenishing vending machines can help students practice...

- matching object to object or object to picture
- sorting which objects are the same
- using arms and hands to reach
- mobility in moving to the location

Here our student is using her voice output device (i.e., Step-by-Step Communicator) to tell the school secretary...




- that she has the attendance
- ask her how her day is going
- tell her a joke

This daily communication is enjoyed by both parties!



Functional Activities & Routines In The Community

- purchase stamps for secretary
- mail letters for secretary
- purchase items for cooking class or staff room
- swimming
- horseback riding (for disabled)
- bowling (modified for disabled)
- request and pick up staff lunch order from local deli
- leisure activities appropriate to your area (rock climbing, skiing, etc.)

	<p>Students sometimes are involved in practicing their mobility skills and use of related equipment (e.g., walkers, standing frames, bikes, electric wheelchairs, etc.) in and of themselves. It is always more meaningful for students to practice these skills within real and functional activities.</p> <p>Could this student be collecting orders from staff for the local deli for the end-of-the-week special lunch? What else might he be doing as a functional job?</p>
<p>Reading stories is often a familiar routine both...</p> <p>at school ...</p> <p>and at home...</p> <p>especially at bedtime!</p>	
	<p>Stories are not only for listening. Non-verbal students can work on choice making skills and answering simple questions to stories using pictures or object cues. Communication pictures or picture boards need to be shared with families so that they can reinforce communication skills at home too within routines.</p>

Functional Activities At Home

- bedtime routines
- mealtime routines
- play games with family
- watch TV, videos or listening to CDs
- jobs around the home

Sample Primary Time Table

Skills: choice making, switch use, relax to allow assisted hand use, object cues, mealtime skills, use gaze with purpose, voice output, bear weight

Time	Mon.	Tues.	Wed.	Thurs.	Fri.
9:00	<u>Greetings:</u> eyes Teacher, Peer, Sec., Principal	<u>Community Activity:</u> 1. Swimming	<u>Greetings:</u>	<u>Community Activity</u>	<u>Greetings</u>
9:15	<u>Flag Activity</u> • look at peer • look at flag • greeting buddy	continue	• hold onto flag on tray • assist with pulling flag	1. horse back riding in spring 2. purchase milk for staff	(object cue taken to activity)
9:30 (Position Change:)	<u>Stretches</u> on Mat • relax to assis • choices	continue	----->	3. purchase stamps for secretary 4. mail letters	----->
10:35 (E.A.'s Break)	<u>Recess</u> • swings w/peers	continue	----->	Reinforce skills:; • eye contact	----->
10:45 (Position Change)	<u>Toileting</u> • choice • bear weight	continue	----->	• object cues • h -o- h assist • relax	----->
11:00	<u>Recycle Job</u> • w/peer • choices • grasp release paper • h -o- h assist	continue	<u>Job</u> - sharpen pencils electric sharpener • h -o- h assist w/partial splint • switch		<u>Job</u> - water plants office, staff /resource rooms, library • h -o- h assist w/weighted cuff
11:30	<u>Lunch</u> • h -o- h use • Choices	-----> & Playground w/peers	-----> • riddle with Step by Step	-----> • games with spinner & switch	-----> • Nail club - switch Powerlink
1:00	<u>Buddy reading</u> • step-by-step communicator • taking turns	----->	----->	----->	----->
1:15	<u>Social/Science Crafts, etc.</u> • choices H -o- h • utensils • w/peer	<u>Gym</u> • choices • object cues • eye contact • position changes	<u>Choir:</u> P/C: • Alternate seating? • Choice of instrument;		<u>Kindergarten class - sand or water station</u> • pair w/peer <u>Gym:</u> 1:40 -
1:40	<u>Relaxation Program</u>	----->	----->	----->	----->
2:00 (Pos. Change)	<u>Toileting & Stretch</u> • choices • weight bearing	----->	----->	----->	Gym • spinner • voice output • "more" • operate buzzer
2:20 (Position Changes)	<u>Centres</u> • w/peer • choices • h -o- h assist w/splint • voice output	<u>Book time</u> read story with peer • eye contact • choices • voice output	----->	<u>Social/Science Crafts, etc.</u> • choices • h -o- h • voice output • w/peer	<u>Gym</u> • choices • object cues • eye contact • position changes
2:50	<u>Prepare for Home:</u> • stretch on mat	----->	----->	----->	----->

Sample Intermediate Time Table

Skills reinforced: anticipation-object cue; "more" concept; switch use; assisted hand use; range of motion; head up for eye contact.

(*P/C - Position Changes: Standing Frame, long sitting, Side lyer for switch use; hump seat; Tumble form; bean bag chair)

Time	Mon.	Tues.	Wed.	Thurs.	Fri.
8:45	Greeting: • object cue • eye contact	----->	----->	----->	----->
9:15	Attendance: • object cue • eye contact • assist reach • BIGmack	----->	----->	----->	----->
9:35 (Jobs) Standing frame	Recycle Job: • BIGmack to request bins • choices • assist reach, grasp/release	Big Buddy Reading: • object cue • BIGmack • eye contact • greeting	Job: sharpen pencils • grasp • assist reach • eye/hand use • switch use	Hospitality Job: Welcoming guests at door • BIGmack • eye contact • greeting	Job: deli-take-out order for staff • BIGmack • greeting • hand skills
10:35 (T.A.'s Break. Teacher works with student)	Resource Room Helper: give spelling list. • switch use • object cue	Resource Room Helper: question for ESL reading. • BIGmack	Resource Room Helper: spelling crossword • switch use	Library Helper: story tape • switch use • Sideling	Job: buy stamps for secretary • BIGmack • eye contact
10:55	Toileting P/C • object cue • "more" skill	----->	----->	----->	----->
11:20 Lunch & Playground	• BIGmack with question re: weekend.	• BIGmack with joke or riddle.	• Switch to play ghetto blaster.	• BIGmack with skipping chant.	• "more" - for movement activity.
1:00 (Use Step-by-Step)	Math: start timed drill.	Math: Word problem	Toileting & P/ C: stretch	Math: - answer brain teaser.	Volunteer Job: Day-Care ...
1:15	Science Centre • long sit • switch & tape for - - experiment - research questions - answer key	Job: vending machine • Standing frame • choices for sorting • assist hands • object cue	Choir: • Tumble Form Seat • Choice of instrument; • BIGmack - applause or record singing	School Job: water plants • BIGmack • standing frame • arm reach • assist hands • object cue	• switch to play music or story tapes to pre-school or visually impaired children. • side lyer
2:00 (P/C)	Toileting & Stretch	Toileting & Stretch	• BIGmack - news for home	Toileting & Stretch	Toileting & Stretch
2:20 (Position Changes)	P.E.: • Choices; • "more" skill • BIGmack for cheers, score; • Stand Frame.	Art: • eye-hand use • choices • Stand Frame • range motion	///////////////// ///////////////// ///////////////// ///////////////// ///////////////// ///////////////// ////////////////	Library Help: • BIGmack question for reading; • long sit	Art: • eye-hand use • choices • Stand Frame • range motion
2:50 (P/C: stretch out on mat for dressing.)	Prepare for Home: BIGmack message for home.	Prepare for Home: BIGmack Announcement for class.	///////////////// ///////////////// ///////////////// ///////////////// ////////////////	Prepare for Home: BIGmack message for home.	Prepare for Home: BIGmack message from teacher

insert sample high school timetable

insert sample Long Term Goals and IEP Objectives

Guidelines for Reporting Progress

Progress can be noted even when the student's skills may remain somewhat similar from year to year. The following are some areas where we can measure progress.

- Degree Of Active Participation From The Student.

How much assistance or prompting (physical and/or verbal) does the student require overall? Has the prompt level changed? (e.g., physical cue paired with verbal cue, to just the visual cue)

- Frequency Of The Behaviour

How often does the student perform the activity as desired? (e.g., How many times does the student request "more" for an interrupted favorite activity?)

- Accuracy Of The Behaviour

How precisely does the student perform the behaviour? (e.g., during switch work, how many "false hits" (i.e., hitting the switch involuntarily) occurred? Did the student point/gaze accurately at the picture or object choice?)

- Appropriateness Of The Behaviour

Does the student demonstrate the desired behaviour in appropriate situations? (e.g., the student vocalizes when requesting attention, but is quiet during designated times within the classroom.)

- Duration Of The Behaviour

How long does the student engage appropriately in the desired behaviour? (e.g., Does the student hold onto the spoon during mealtime for the desired length of time?)

In short, the following are some areas where the student may experience growth and change:

- through increasing levels of partial participation in activities
- through less prompting or facilitation required over time
- through generalization of the same skills to new people
- through generalization of the same skills to new activities
- through fewer false hits for some responses such as switch work
- the amount of time it takes the student to accomplish the task, may decrease
- the amount of time the student engages in the activity may increase

The therapists and resource teacher work with the teaching assistants to collect data and observations on these areas. Classroom teachers can provide valuable input on the student's participation in the classroom at large.

What Is The Classroom Teacher's Role?

Sometimes classroom teachers are not clear about how they can help students with severe multiple disabilities be learners and participants in their classes. The following are some guidelines for the student's teachers.

- Model interactions with the student for peers (e.g., providing the student with choice making; facilitating switch use and hand use with the student; interpreting the student's vocalizing, gestures, etc.; using scripted routines from the student's Personal Dictionary in front of the class.)
- Provide opportunities for the student to work on her skills with peers in either small group work stations or in the class at large.
- Help plan modifications for activities with the T.A. and resource teacher, particularly with theme related stations/centres. Have peers brainstorm ways to involve the student in class webbing activities for upcoming themes.
- Inservice classmates through formal lessons. Teach peers how to interact meaningfully with the student on her skills and personal dictionary.
- With the resource teacher and therapists, help assess and report on the student's progress within the class at large.

What Is The Resource Teacher's Role?

- Teacher time to work one-on-one with student. Some resource teachers build in time to work with the student on a specific skill related task at least once a week. This provides valuable in-site into the student's IEP objectives. Some resource teachers provide relief for the classroom teacher so that he/she can work one-on-one with the student once a week.
- Create data collection sheets and review data collection for the student maintained by the assistants around key areas such as choice making, yes/no questions, sign language used, comprehension questions asked and answered correctly, etc.
- Help plan modifications for activities with the E.A. and classroom teacher, particularly with theme related stations/centres. The resource teacher is the special education specialist and the constant teacher over the years for the student. Most resource teachers meet with the classroom teacher and assistants bi-weekly or at the very least monthly. Some of the areas that the resource teacher
- Coordinate or arrange for inservice to classmates and new teachers through formal lessons. Invite therapists to teach peers how to interact meaningfully with the student on her skills and personal dictionary.
- With the assistants, classroom teacher and therapists, help assess and report on the student's progress on specific skills or IEP objectives. The resource teacher periodically checks with therapists to see that assistants are following through on the prescribed activities as outlined.
- Write and update IEP with input from the entire team. Organize and coordinate IEP review including assessment of progress at least twice a year or according to guidelines from the local school district.
- Act as communication link between all team members in relaying key information as needed in a timely manner. Resource teacher helps to resolve any team communication challenges that arise with assistance from the principal if needed.

USING A SWITCH IN...Elementary School

1. For Functional Routines

It is important to start developing a repertoire of switch activities that are reinforcing for your student. These activities should include as many of the senses as possible as well as social contact and/or praise from adults or peers. Motivation is the key!!

When switch access is new, opportunities for practice may need to occur both in a resource room/one to one situation as well as in the classroom. For switch use to have the most ongoing meaning, it needs to happen in a functional context as part of a routine that the student does on a regular basis.

2. Integrated Into Daily Activities

Switch use has various functions. It can help to teach the student cause and effect and allow him/her to access voice output devices, take part in individual or group leisure activities and be a helper with a job to do at home, or in the classroom, school or community. Allow peers to try the switch. **It reinforces the use of the switch and places value on technology as the way the student interacts with his/her environment.**

A switch can be attached to almost any electrical device using an AbleNet Powerlink. **Use of these electrical devices in the classroom is intended to enhance a student's learning on their particular goals.** Some electrical appliances that could be used in the classroom include:

blender	juicer	sewing machine
can opener	lamp	scissors
card shuffler	magnifier lamp	spinner – All Turn It
conveyor belt	make-up mirror	stapler
coffee pot	malt machine	stereo
desk lamp	mixer	tape recorder
fan/spinner	organ	toaster
food processor	Paint 'N Swirl	vibrating pad
foot bath	paper shredder	vibrating pillow
hair dryer	pencil sharpener	vibrating slippers
hand held massager	popcorn popper	
ice cream machine	power tools	

3. Battery operated devices

Battery adapters are available for AA, C, D, and A batteries. When ordering adapters, make sure to specify the size needed. A battery eliminator for 9 volt batteries can be obtained from Radio Shack.

These are some tips for purchasing battery-operated toys or appliances (e.g. All Turn It Spinner, fans) for use in a simple technology system:

- Purchase battery-operated toys with an on/off switch and those powered by AA, C or D size batteries.
- If the toy runs on a track the battery compartment and on/off switch must be located on the track rather than on a movable piece.
- Toys that travel and spin are likely to get caught up in the wires of the battery device adapter.
- Consider the age appropriateness of the toys you buy. Very young children typically enjoy many battery-operated toys. However, there is a selection of items that may also be appropriate for creative play for older students.

4. Activities for Using Switches in the Classroom

4.1. Math

- Activate a tape recorder with a pre-recorded tape with math problems.
- Switch activate a tape recorder with a pre-recorded tape with answers to the day's math activity. Students can come to check their work.
- A Litebrite can be illuminated by the student with a switch. Classmates could be responsible for making the pattern: sort the pegs into colour groups, design patterns, or make geometric shapes.

4.2. Computer

- Make posters for class presentations or projects. Partner chooses menus and a switch is used to activate menu choice.
- Try interactive switch games. Play with a partner to work on turn taking.

4.3. Science or Social Studies

- Use Paint 'N Swirl to create backgrounds for socials and science projects and displays. The student chooses the colours.
- Recycling: Switch activate a can opener to remove lids from cans for recycle bin. Classmates can bring cans from home. Paper shredders can also be operated with a switch and control unit.
- Use switch operated mix master for play dough or cookie dough to make models for themes (planets, shadow box). The student may make some colour choices.
- Give the steps for a science experiment.

- Give interesting facts.
- Ask skill-testing questions.

- Switch activate a tape recorder with sounds (e.g. animal) for classmates to identify. Sounds can be varied according to the theme.
- Switch activate the tape recorder with a pre-recorded tape with interesting facts about the subject at hand.
- Audio stories with read-along books may also suit science themes.
- Have the student make popcorn with a popcorn popper before a movie.

4.4. P.E.

- Use a pre-recorded tape to control movement to music with a move and freeze game.
- Play background music for warm ups or dramatic dance.
- Instructions or directions for peers to follow for movement activities or games (e.g. move right, move slowly, move high, Crow/Cranes) can be pre-recorded on a switch operated tape recorder.
- Use a BIGmack with pre-recorded cheers to cheer for classmates during team sports.

4.5. Library

- Audiocassettes and illustrated books can be controlled with a switch activated tape recorder.

4.6. Language Arts

- For story writing, classmates can read their stories into the tape recorder. Use a switch to play it back to the class for sharing time
- Run a listening center with a switch to check auditory comprehension. Play a short story for three to four students at a time who then have to answer pre-recorded comprehension questions.
- Play pre-recorded comprehension questions. When students finish reading a selection, they go to the student to listen to the questions.
- Use the switch to play a piece of music; classmates then write a story about the music.
- Play pre-recorded news for sharing time. One of the classroom buddies could record news sent in by the student's family.
- Use a switch activated tape recorder with audio library books. Read-a-long books are also available with some audio books.

4.7 Music

- Switch activate a tape recorder with a pre-recorded instrument or piece of music for classmates to identify.
- Play a rhythm on a tape recorder for the group to follow.

4.8. Art

- Use an electric mixer and switch to mix cookie dough, paper maché or play dough for art projects. Play dough and cookie dough can be molded into thematic objects (dinosaurs, letters, spacecraft).
- Use a Paint 'N Swirl to make abstract designs for classmates. These designs are nice on their own, can be used as backgrounds for other projects or as stationary for: place mats, writing paper, gift or special occasion cards. Cardboard designs could be cut out and coated for brooches, earrings and refrigerator magnets.
- Play background music with a switch operated tape recorder for classmates to do impressionistic painting. Paper can be divided into six compartments. The student can play a short music segment while classmates paint what they visualize or how it makes them feel. Repeat with six different types of music.
- Use a popcorn popper to make popcorn art projects. The student can choose the colours of powder paint to add to the popcorn.
- The student could illuminate a mirror for a face painting session.

5. Daily Living Activities

- Help prepare snack or lunch by operating the blender and/or microwave.
- Operate a food processor to slice vegetables for salad or dinner.
- The student can participate in leisure type activities by playing the radio or tapes.
- Use a communication device (BIGmack or Step-by-Step Communicator) with messages when collecting attendance sheets. This might start with only his/her classroom and the one across the hall. Others within the same wing of the building could be added later. The messages could be made by peers and should change frequently to maintain the novelty. The messages could be jokes, statements, and social interaction comments. (e.g. "Good morning. Did you watch the hockey game last night?").

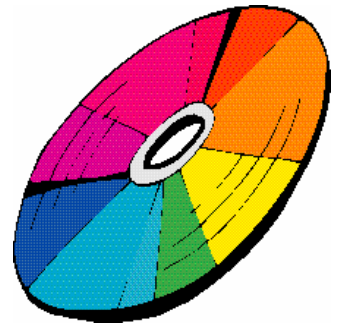
USING A SWITCH IN SECONDARY SCHOOL



For switch use to have the most ongoing meaning, it needs to happen in a functional context as part of a routine that the student does on a regular basis.

Art

- Use a mix master and switch to mix cookie dough, paper maché or play dough for art projects. Peers can mold play dough and cookie dough into thematic objects (dinosaurs, letters, spacecraft).
- Spin art/twirl-o-paint can be switch operated to make abstract designs for classmates. Choose the colors. These designs are nice on their own or can be used as backgrounds for other projects. AbleNet makes twirl-o-paint.
- Play background music with a switch operated tape recorder for classmates to do impressionistic painting. Paper can be divided into six compartments. The student can play a short music segment while classmates paint what they visualize or how it makes them feel. Repeat with six different types of music. Use the Timed function on the Powerlink.
- Use a popcorn popper to make popcorn art projects.
- Make gifts using spin art or twirl-o-paint. For example, place mats, writing paper, background designs for gifts or special occasion cards, book covers, cardboard designs to cut out and shellac for brooches, earrings and refrigerator magnets.
- Illuminate a mirror for a face painting session.



Band

- The student could tape a portion of the band class and at their request replay their performance for them to critique.
- The student could play pre-recorded applause upon completion of a recital.

Class/School Store

- Play the price list with a switch and Step-by-Step Communicator.

Computer

- Play interactive switch games with a partner to work on turn taking.



Cooking

- Help prepare a snack by operating the blender or microwave.
- Operate a can opener, blender, mix master, coffee maker, food processor/chopper or a popcorn popper.

Jobs

- Help prepare lunch by operating the blender.
- Use a communication device (BIGmack or Step by Step) with messages when collecting attendance sheets. The messages could be made by peers and could change frequently to maintain the novelty. The messages could be jokes, statements or questions. Conversation is enhanced if the message ends with a question.

Home

- Play the radio or recorded music using an AbleNet control unit and switch.
- Turn on the TV and change channels using a TV/Video Control Unit from AbleNet. See the catalogue. Available through Insight Media in Surrey.
- Use a Step by Step to record conversations, jokes, compliments, questions or plans made with peers during break time so she can replay them at home for enjoyment and follow-up.

Language Arts

- Classmates with written output difficulties can read short writing assignments into the tape recorder. The student can use the switch to play it back to the class for sharing time.
- Run a listening center with a switch to check comprehension. Pre-record on a tape player a short story for three to four students to listen to. Then play pre-recorded comprehension questions for them using the Step by Step
- When students finish reading a selection, they could go to the student to hear pre-recorded comprehension questions. These could be played with a switch and tape player and control unit. Use the Timed function so the tape stops after each question and is ready for the next question the next time the switch is pressed.
- Play a piece of music, then classmates then write or tell a story about the music.
- Play pre-recorded news for sharing time. A friend could record news sent in by the student's family.
- Use a switch activated tape recorder with Talking Books from the public library.
- Plug a Language Master into one Powerlink outlet, and a tape player into the other. The student chooses whether to listen to a book on tape, or to help a classmate practice spelling words, then presses the switch that corresponds to the chosen activity.



Leisure Time with Peers

- Play games using an All-Turn-It Spinner: This tool is available from **Insight Media Centre in Surrey (604) 581-2420**, for \$171.00. It includes a "shake the dice" overlay. Additional accessory packages can be purchased, e.g., re-usable vinyl

stickers for customizing an overlay, "Bowling" and "Golf" games. At its simplest level it can be used to make random choices in games. The overlays can be used to roll "1 dice" or "2 dice".

- Students can be assigned different roles. One student could be the "spinner" for all the players. Another student could be the calculator and add the numbers when 2 dice are "rolled".
- Students can work in partners.
- Voice output could be added by plugging in a Bigamy or Step-by-Step. Use the sequences to say whose turn is next, to say encouraging phrases.
- Run a battery operated card shuffler using a battery bypass device from Radio Shack and the AbleNet control unit. (This could be borrowed from PISP for trial.)
- Operate a game spinner to make random selections with other students playing a game, for example, Twister. The disc could have the four colours of the game on it. The student could select the colours for the next player.

Math

- Play a pre-recorded tape with math problems.
- Play a pre-recorded tape with answers to the day's math activity. Students can come to check their work.
- Switch activate a tape recorder with a pre-recorded tape with story problems
- A Litebrite can be illuminated by the student with a switch. Classmates could be responsible for making the pattern, e.g., design patterns, geometric shapes.

Music/Band

- Play a pre-recorded tape of an instrument for classmates to guess which instrument is playing.
- Play a recording of a bell chime along with other instruments being played.
- Use Step-by-Step to name which instrument should play next during a practice.

Office Jobs

- Sharpen pencils for office staff with an electric sharpener.
- Shred paper for staff using switch and control unit and paper shredder.
- Operate electric stapler to help collate materials for other teachers.

PE

- Play a pre-recorded tape to control movement to music in a dance class.
- Play background music for warm ups or dramatic dance.
- Play a pre-recorded tape to give instructions or directions for students to follow for movement activities or games.
- Play pre-recorded cheers to cheer on classmates during team sports.
- Announce the starting line-up or the start of a team game.

- Give instructions to the team/class on the BIGmack or the Step-by-Step.

School

- Use a WaterPic (a water pressure system used to remove plaque from teeth which may be found in a garage sale or advertised in a want ad) to help water plants. Connect it to a control unit and switch. Peers could bring plants to the student. They could hold the wand while she presses the switch long enough to water the plant. The student may be able to hold the wand if the handle is enlarged.
- Operate electric stapler to help collate materials for other teachers.

Science/Socials

- Use art ideas to create backgrounds for socials and science projects and displays for example make sponge prints or Spin Art backgrounds (See AbleNet catalogue) for a mural.
- Use a can opener to remove lids from cans for recycling.
- Operate a paper shredder to make nesting material for class pets. Supply this to elementary schools.
- Operate a mix master for play dough to make models for themes (planets, shadow box). The student chooses the colours as well.
- Run a slide projector to show slides related to the classroom theme. Use the slide projector control from AbleNet.
- Audio stories with read-along books may also suit science themes. The "Timed" function on the control unit may be helpful.
- Make popcorn with a popcorn popper before viewing a video.

Sewing Class

- Use a switch to operate electric scissors. Scissors could be operated by a peer or assistant to prepare paper or fabric for projects.

Woodworking

- Connect a drill press to the Powerlink. Use the switch to run the palm sander so classmates work together to make a project.

IDEAS FOR USING APPLIANCES IN MEANINGFUL ROUTINES

ELECTRIC STAPLER

HOME	SCHOOL
put pictures up	handouts
staple envelopes to send to relatives	newsletters art work (puzzles) attaching things
CLASSROOM	COMMUNITY
handouts	helping in office setting
printed work making own "book"	assembly line sending newsletters

TAPE RECORDER

HOME	SCHOOL
messages	messages
routines/reminder/schedule	buddy reading
listening to music	speech therapy
taping homework and messages to teacher/class	story telling
story listening	drama
answering telephone	keep students on task
	daily agenda 'routine'
	music
	communicating with office, etc.
CLASSROOM	COMMUNITY
spelling lists - tests	karaoke
books on tape	interviews
Time table tests	
answers to question of the day	

MAKE UP MIRROR

HOME	SCHOOL
personal hygiene	face wash after eating
hairstyling	hairstyling
brushing teeth	drama class to identity feelings
	make up at school
CLASSROOM	COMMUNITY
drama class to identity feelings	face painting at Children's Festival
speech articulation	
facial movement	
awareness of face	
expressions	

SPINNER

HOME	SCHOOL
choices (dinner, clothes, videos, CD's)	making choices between activity - picking
games	games
TV channels	choosing a game
clock	
CLASSROOM	COMMUNITY
videos	swim choices (order)
games (choices book)	bingo
free time	
worksheets (filling blank activities)	
giving questions to class	
matching and association games	
art	
phonics	
time table drills	

HAIR DRYER

HOME	SCHOOL
fingernail polish drying	shrink wrapping
soften beeswax for candle making	dry artwork
dry clothing	spray/artwork
shrink wrapping	
drying hair!	
thaw pipes	
door locks	
wheelchair tires	
CLASSROOM	COMMUNITY
as a wind machine (science)	leaf blower
melting snow for science	use at swimming pool
art - drying glue and paints	art lessons/group
sensory stimulation	

BLENDER

HOME	SCHOOL
lunches/blend	cooking/life skills
fast food drinks (slushies)	science experiments (mixing)
drinks for mom's parties	art - mixing colours
	use as a volcano with lid off
	how high can your blender blow
CLASSROOM	COMMUNITY
make paper	friends house: making milkshakes
making a snack (e.g., fruit slush)	helping at pancake breakfast
mud pies	

LET THE SWITCH DO THE TALKING: STRATEGIES FOR ELEMENTARY SCHOOL STUDENTS

TYPES OF TALKING SWITCHES

"Talking Switches" are voice output devices which are often used as a starting place to augment a nonverbal student's means of communication. There are two basic types of talking switches: one that allows communicating only one thought or message (e.g., the BIGmack from AbleNet; Talking Buddy by TASH) and one that allows sending a sequence of messages (e.g., the Step-by-Step Communicator from AbleNet).

BENEFITS OF VOICE OUTPUT

- allows a student to communicate in a way that can be easily understood by both familiar and unfamiliar listeners (even pets!)
- allows a student to call out, interrupt, and be assertive in a way that is difficult for other people to ignore. The student learns that when s/he has a "voice", she gets people's attention or things that s/he really likes.
- activating a switch has an impact on the environment, leading to more active participation. Cause and effect is learned in a functional way.
- communication can occur at a distance and to more than one person at a time
- once the student has the attention of others using the Talking Switch, s/he can then continue the interaction by using other methods of communication, such as gestures or facial expressions.
- provides opportunities for turn-taking (I say something, you say something)
- puts language in a meaningful framework, increasing the likelihood that the student may begin to understand the meanings of specific words or phrases.
- allows the student to communicate in a way that is closer to what s/he is already experiencing receptively.

TYPES OF MESSAGES

There are many opportunities for participation and interaction through-out the school day. Try to find messages, which are the most motivating for the student. Once the student shows that s/he is tiring of a message, change it to one that is more motivating. Think of different situations where different messages can be used: home, classroom, school, and community. We often tend to think of messages that focus on needs and wants. However, these aren't necessarily the most motivating for the student. Think of using messages that the student doesn't have another effective means of communicating, and that will have an impact on others.

Pictures or symbols that match the message can be placed directly on the switch for extra visual cueing. This will develop the child's symbol recognition through an activity-based approach. Keep the messages clear and simple.

Communicative Intent/Activity	Message
get attention, initiate a conversation	<ul style="list-style-type: none"> • Come over here! • Look what I did! • Hi, Mommy. I've got green paint on my shirt. Guess what I did today! • I have a surprise for you! Look in my bag. • I was playing with that. Bring it back please!
terminating an activity	<ul style="list-style-type: none"> • I'm finished now.
social etiquette; greetings getting on the bus entering school building	<ul style="list-style-type: none"> • Thank-you (after receiving an object or receiving help). • Good morning • Hi Mr. Smith. How are you doing?
deliver a message	<ul style="list-style-type: none"> • Mrs. Jones needs some purple paint. Do you have any that she can borrow? • Please sign the permission slip in my backpack so I can go to the museum next week.
have a conversation (Topic Setters work well with this type of message - concrete items which spark comments - e.g., a special collection)	<ul style="list-style-type: none"> • Hi, I'm Katie. Who are you? I have a kitty. Do you have any pets? I like going to the movies. What kinds of movies do you like?*
classroom opening/announcements (including roll call, solving riddles, solving a mystery)	<ul style="list-style-type: none"> • Say "present" when you hear your name: • Today's tip is • Don't forget your math homework sheets!
board games	<ul style="list-style-type: none"> • Roll the dice! Move me, please. My turn. Your turn.
class productions/reading activities	<ul style="list-style-type: none"> • Trip, trap, trip, trap • I'll huff & I'll puff & I'll blow the house down.
songs, music time, skipping songs for recess, participating in a chorus	<ul style="list-style-type: none"> • record different musical instruments (e.g., shakers, bells, tambourines) • Bingo was his name-o. • one potato, two potato, three potato, four • Cinderella, dressed in yella, went upstairs to kiss a fella, made a mistake, kissed a snake, how many doctors did it take? 1-2-3....
action games	<ul style="list-style-type: none"> • Red light. Green light. • Duck, duck goose. • Go, go stop • Simon says ,,,*
page numbers or question numbers for assignments; answers to math games: anagram spelling test (bonus points)	<ul style="list-style-type: none"> • Turn to page 32 of your Science book. Answer all the odd numbered questions. • The answers are 5, 7, 13 • What does "adro" spell?
picking up attendance sheets; delivering sheets to secretary	<ul style="list-style-type: none"> • Hi. I'm here to collect the attendance sheet. • Here are the attendance sheets, Mrs. Smith. Can I help with the photocopying.
taking a lunch order for a teacher	<ul style="list-style-type: none"> • I'd like pastrami on rye, please.
message for a fund raiser	<ul style="list-style-type: none"> • Buy a donut for 50 cents. Help support our trip to Science World.
ordering at a fast food restaurant	<ul style="list-style-type: none"> • I'd like fries and a chocolate shake, please.
field trips	<ul style="list-style-type: none"> • I liked Imax the best . What did you like?

shopping	• How much does it cost?
science experiments	• We need a balloon and a pop bottle.
brown bag sharing	• I have something that is brown and furry.
start up for math drills or races/games in the gym	• Ready, set, go!*
cheering for a team	• Go, Tigers, go! Whoo-hoo!
telling a joke	• What do you call a cow that eats grass? A lawn moo-er!*
special occasions/holidays	• Trick or Treat
getting ready for school	• Pack my glow ball for brown bag sharing
mealtimes	• More juice please.
getting on the bus; entering school building	• Hi, Mr. Smith. How are you doing?

* Works best with a sequence voice output device (e.g., Step-by-Step Communicator)

Keep track of all the messages that you program. Keep using messages that the student enjoys and ones that get a positive response from others. The key to success with voice output using single switch access is to keep it interesting, fun, highly motivating, novel and to use it often.

LET THE SWITCH DO THE TALKING: STRATEGIES FOR SECONDARY SCHOOL STUDENTS

TYPES OF TALKING SWITCHES

"Talking Switches" are voice output devices which are often used as a starting place to augment a nonverbal student's means of communication. There are two basic types of talking switches: one that allows communicating only one thought or message (e.g., the BIGmack from AbleNet; Talking Buddy by TASHI) and one that allows sending a sequence of messages (e.g., the Step-by-Step Communicator from AbleNet).

BENEFITS OF VOICE OUTPUT

- allows a student to have a way of initiating communication
- provides a means of communication that can be easily understood by both familiar and unfamiliar listeners (even pets!)
- allows students to call out, interrupt, and be assertive in a way that is difficult for other people to ignore. Students learn that a "voice" gets people's attention or things that are enjoyed. It's also more socially acceptable than yelling!
- activating a switch has an impact on the environment, leading to more active participation. Cause and effect is learned and practiced in a functional way.
- communication can occur at a distance and to more than one person at a time
- once the student has the attention of others using the Talking Switch, s/he can then continue the interaction by using other methods of communication, such as gestures or facial expressions.
- provides opportunities for turn taking (I say something, you say something)
- puts language in a meaningful framework, increasing the likelihood that the student may begin to understand the meanings of specific words or phrases.
- allows the student to communicate in a way that is closer to what s/he is already hearing from others.

TYPES OF MESSAGES

There are many opportunities for participation and interaction throughout the school day. Try to find messages, which are the most motivating for the student. Once the student shows that s/he is tiring of a message, change it to one that is more motivating. Think of different situations where different messages can be used: home, classroom, school, and community. We often tend to think of messages that focus on needs and wants. However, these aren't necessarily the most motivating for the student. Think of using messages that the student doesn't have another effective means of communicating, and that will have an impact on others. We also change the messages frequently to pull others in to an interaction or conversation. Keep the messages as clear and simple as possible.

Pictures or symbols that match the message can be placed directly on the switch for extra visual cueing. This will develop the student's symbol recognition through an activity-based approach. Following are samples of messages. Some opportunities will be planned, such as giving directions. Others will be more spontaneous, such as answering a question.

Communicative Intent/Activity	Message
get attention, initiate a conversation	<ul style="list-style-type: none"> • Come over here! • Hey, dude! • Hi, Mom. Guess whom I saw at school today. • Hey, I was looking at that. Bring it back please!
terminating an activity	<ul style="list-style-type: none"> • I'm finished now.
social etiquette; greetings getting on the bus; speaking with the bus driver entering school building welcoming and thanking IEP meeting participants	<ul style="list-style-type: none"> • Thank-you (after receiving an object, or receiving help). • Good morning • Hi Mr. Smith. How are you doing? • Nice to meet you.
deliver a message	<ul style="list-style-type: none"> • Mrs. Jones needs some overhead transparencies. Do you have any that she can borrow? • Dad, please sign the permission slip in my backpack so I can go to the law courts next week.
conversations with peers in the hallway	<ul style="list-style-type: none"> • Hey! What's new? • What did you think of the game last night? • What are you doing this weekend? • I like going to the movies. What kinds of movies do you like?*
tell parents or teachers that coffee is ready	<ul style="list-style-type: none"> • Your coffee is ready! Come and get it.
games	<ul style="list-style-type: none"> • Roll the dice! • Move me, please • Who's turn is it next? • What's the score? • Rules/directions for the game*
direct the action of another person	<ul style="list-style-type: none"> • I would like to get out of my wheelchair.
giving directions about a location	<ul style="list-style-type: none"> • Welcome to Parent Night. • The meeting is in the multi-purpose room, down the hall, to your right.
initiate when finished	<ul style="list-style-type: none"> • I've had enough. • I'm done. • That's all for me.
page numbers or question numbers for assignments; answers to math games; anagram spelling test (bonus points)	<ul style="list-style-type: none"> • Turn to page 32 of your Science book. Answer all the odd numbered questions. • The answers are 5, 7, 13 • What does "vmleadie" spell?
school jobs: picking up attendance sheets; delivering sheets to secretary; photocopying	<ul style="list-style-type: none"> • Do you have your attendance slip? • Here are the attendance sheets, Mrs. Smith. Can I help with the photocopying.

taking a lunch order for a teacher	<ul style="list-style-type: none"> I'd like pastrami on rye, please.
message for a fund raiser	<ul style="list-style-type: none"> Buy a donut for 50 cents. Help support our trip to Vancouver.
ordering at a fast food restaurant	<ul style="list-style-type: none"> I'd like a cheeseburger, fries, and chocolate shake, please.
field trips	<ul style="list-style-type: none"> I liked the Imax show the best today. What did you like?
shopping	<ul style="list-style-type: none"> How much does it cost?
science experiments	<ul style="list-style-type: none"> For this experiment, you will need... (list materials/equipment)*
foods/cooking	<ul style="list-style-type: none"> First, turn on the oven to 350 degrees Second, grease a muffin pan Third, measure 2 cups flour and place in a large bowl, etc.*
grocery shopping	<ul style="list-style-type: none"> List of grocery items*
cheering for a team	<ul style="list-style-type: none"> Go, Sharks, go! Whoo-hoo!
telling a joke	<ul style="list-style-type: none"> Have you heard about the guy who...?
Woodworking	<ul style="list-style-type: none"> The safety rules are..*
Cafeteria	<ul style="list-style-type: none"> The specials today are chicken strips, and curly fries for \$3.50 crisp, tangy Caesar salad for just \$4.00. burgers and fries or salad for \$4.50.*
snack/mealtimes	<ul style="list-style-type: none"> I'm thirsty. I'd love a drink of juice. Could I have another drink?
bedtime	<ul style="list-style-type: none"> Ge. I'm tired. I think I'd like to go to bed please.
toileting	<ul style="list-style-type: none"> I'd like to go to the washroom.
collecting/researching books for a particular topic	<ul style="list-style-type: none"> Do you have any books on the subject of global warming?
factual information about self	<ul style="list-style-type: none"> Hi, my name is I'm 15. How about you? I love Rottweilers, going on walks, listening to Nelly Furtado, and cruising the halls. I talk with this switch and I can make some choices by looking at the thing I want when it's in front of me. If you say "hi" to me in the hall, I look at you to say "hi" back. Don't be a stranger!
helping a peer study	<ul style="list-style-type: none"> Key points to study Key questions for review Steps to follow for a peer to learn something new
hand out papers to classmates with a message	<ul style="list-style-type: none"> Here's your test back.
share weekend or evening activities for classmate to write in the student's journal	<ul style="list-style-type: none"> I watched the special on the World Skating Championships on Saturday night.
participate in IEP meeting by sharing personal strengths, interests, progress, or goals	<ul style="list-style-type: none"> I really love being in the band class. I think I'm a lot better using my switch.
requesting something, such as a particular piece of music in band	<ul style="list-style-type: none"> Can we play "Swinging Shepherd Blues?" today?

compliment others	<ul style="list-style-type: none"> I like your new hairstyle.
announce the next drill or play music during physical education class	<ul style="list-style-type: none"> The next exercise is 25 crunches. Everyone count off by fours. The ones play against the threes; the twos play against the fours.
asking questions	<ul style="list-style-type: none"> Can I sit by Lisa today?
giving directions for a test	<ul style="list-style-type: none"> Get out your pencils. Put your name & date at the top of the test. Pass your tests to the first person in your row.
indicate a desire for 'more' of something	<ul style="list-style-type: none"> May I have another one, please?

* Works best with a sequence voice output device (e.g., Step-by-Step Communicator)
 Keep track of all the messages that you program. Keep using messages that the student enjoys and ones that get a positive response from others.

The key to success with voice output using single switch access is to keep it interesting, fun, highly motivating, novel and to use it often in a variety of situations and activities. Remember that the best way to learn anything is through lots and lots of practice.