

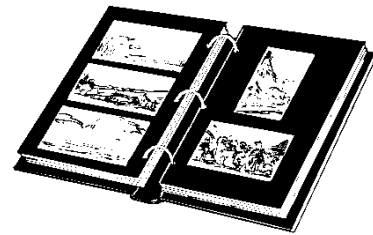
## REMNANT BOOK

A remnant book is like a scrapbook. It contains items or souvenirs from activities, places, people, etc. that can be shared with others.

A remnant book can be used to facilitate and encourage social interaction and conversation in a variety of settings. The idea of the book is to give some focus (prop) for the listener and the student to discuss.

The book needs to be readily available at those times when others would likely have a conversation with the student. It is also important that those who interact with the student on a regular basis (adults within the school environment, parents, relatives, etc.) and peers be aware that the book exists, where it is kept and how to use it.

The book should not be too large (a magnetic page photo album with 8 1/2" by 11" pages or a 3 ring binder with clear plastic page protectors are two options that work well). Some students have used a binder with zip lock bags to hold the remnants. Each zip lock bag contains a remnant and a note or comment about the remnant with some question(s) or open-ended comments for the communication partner.



There is no limit as to what can be put into the book. The remnant should be something that is meaningful to the student. When selecting remnants for the book encourage the student to assist in the selection process, whenever possible. The student could be involved with choice making about two or more different items that are possible remnants for the same event/activity.

Some examples of remnants are as follows: a napkin from McDonalds, church bulletin, ticket from the movie theater, swatch of hair from a haircut, tag from a new pair of shoes or clothing, leaves from the park, wrapping paper from a birthday party, recipe card from a baking activity, picture of a friend or relative who visited, etc. In addition, hand drawn pictures photographs or clippings from the newspaper or magazines can also be used.

To assist in facilitating the interaction, the book can be set up by days of the week (designating 1-2 pages per day of the week). The day of the week is put at the top of appropriate page(s). If the day of the week approach is used then the book will need to be cleared out on a weekly basis.

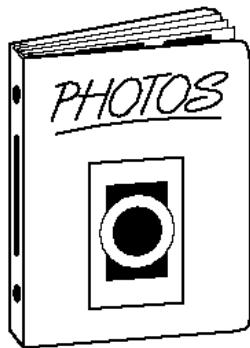
Some remnant books use the first page information about the student (likes, dislikes, quick methods of communication, etc.). Information can also be given to the communication partner about how to use the book, comments they could make as part of the interaction or open-ended questions to ask that might facilitate the interaction. A

picture of the student on this page is often nice and helpful in identifying to whom the book belongs.

A designated page(s) for stuff that is ongoing and/or a page for stuff the student may want for conversation in the week(s) ahead might be useful in some cases. This page could be called “safe keeping”.

Another option for using the remnant book would be the use of Post-It Notes with comments or questions, with the response or answers on the back. For example: “I went to McDonalds on Saturday. Do you go to McDonalds? What do you order?” These may or may not correspond to something in the book. Keep the book changing so that it's of interest for the student and others. Involve peers in helping the student to maintain and add new items to the book.

Some teams have developed something called a “Book About Me” which is similar or could be the same as a remnant book. The “Book About Me” in general provides more information and might be less focused on remnants. Topics that might be included in a “Book About Me” could include the following:



- **Important Information**
- **Communication and Comprehension**
- **Personal Dictionary**
- **About Me**
- **About My Family**
- **About School**
- **Things I Like To Do At School**
- **Things I Like To Do Outside Of School**
- **Friends**

Some teams have taken the concept of the remnant book and developed a remnant bag instead because pictures and 2 dimensional items were not of interest to the student. This is a great idea for some students. Keep in mind, however, that the purpose of the remnant book/bag is to act as a communication prop to facilitate communication. The student does not in all cases need to understand or even be able to see the prop. What will be important is that peers will be curious about the book/bag and feel comfortable interacting with the student. The book or bag of objects will give them something to talk about with the student.

A “Remnant Book” or a “Book About Me” are both strategies which can be used with the student. These could be two separate strategies or the student's team may decide to combine them. Be creative, have fun and involve the student and peers with these projects. This strategy can be used to increase peer contact that is both meaningful and motivating for both the student and peers. This can be a great project for peers or a peer support group to take on with some adult supervision/input. Start out slowly and

build as you develop the book, giving the student more practice, modeling for peers and training school staff on how the book can be used.