

Let's Chat: Assistive Technology Recipes for Success!

Animal Puzzle



What do you need?

Animal puzzle and pieces, place to play, you and your child

What do you say?

Core vocab: more, stop, go, turn, want, my, I/you, that, help, please/thank you, like, don't, it

<u>Language Purpose</u>	<u>One Word</u>	<u>Two Words</u>	<u>Three Words</u>
Requesting	Want, More, Help	Want that (with pointed finger, point to puzzle piece) You help, turn that	I want that (with pointed finger), You help me, I want stop, you turn it, I turn it
Commenting	Like	I like	I like ___ (it, that), I don't like it
Refusing	Don't	Don't want, Don't like	Don't want ___ (it, puzzle, that)
Directing	Stop, Go	I go, You stop	You stop it, You go please, I go please
Social	Turn, Please/Thank you	My/Your turn, Thank you ___ (mom/dad)	My/Your turn go

What do you do?

This puzzle is a fun activity that gives many opportunities to interact with your child. Puzzles also help with visual perception and problem solving. There are a variety of ways to use core vocabulary when playing.

- Use the device to say "want" to ask for a puzzle piece or to ask for "help" to match the pieces. You can also say "turn it" to request help turning the puzzle piece to fit into the frame.
- You can take turns putting the puzzle pieces in the frame using "my turn/your turn"
- As you are playing with the puzzle, make animal noises for your child to incorporate "like" and "don't like." You can also model how to use the device. For example, if your child laughs when you say "oink, oink," you can verbally say, "I see you smiling and laughing. I think you like the pig's oinking. You can tell me 'I like that'" (at this point you would actually press the "I like that" buttons to show your child where they are on the device).
- You can add variety to your puzzle activity by hiding the pieces in a bin of beans or rice. Or try hiding them around the house and ask your child to find them. Your child can use the device to say, "help" if he/she needs help finding the pieces. Movement between puzzle pieces (e.g. wheelbarrow walking to get puzzle piece, frog jump to puzzle and bear walk back) can help with attention to the activity.
- Refer to handouts on Direct Language Stimulation for ideas on how to model using the device!

What's next?

You can use the same language with other activities as well!

- Use "want" or "help" as requests in other activities such as climbing up in a chair, reaching something on a high shelf, etc.
- "My turn/your turn" can be used in various games or when trying to promote independence with daily living tasks to encourage your child to try a task more on his/her own. For example give them their sock and use the device to model "your turn", let them try and if it is hard then you can model "my turn" and give a little help.
- "Stop" and "Go" can be used on swings, wagon rides, or when playing with cars.

Mr. Potato Head Activity



What do you need?

Mr. Potato Head and all of the pieces, a place to play, you and your child

What do you say?

Core vocab: put, take, on/off, want, like, see, no, stop/more, all done, my/your turn

<u>Language Purpose</u>	<u>One Word</u>	<u>Two words</u>	<u>Three words</u>
Requesting	Want	Want that	I want that
Directing	Put, Take	Put on, Take off	Put on + (clothing item/color)
Commenting	Like, See	Like that, Like it, Don't like, See it, See that, Don't see	I like that, I don't like, I see that, Don't see that
Refusals	No, Stop, Done	Don't want, Stop that, Stop it, Not (+body part/ color vocabulary)	I don't want
Social	Turn	My/your turn	My/your turn + put/take

What do you do?

- Mr. Potato Head is a wonderful toy that can be used to teach a variety of language function and vocabulary words. You can play with your child and work on requesting, commenting, refusals, and building vocabulary.
- When your child wants to add another piece to Mr. Potato head, you can ask "what do you want" and provide them with two choices. Your child can either say "want" and point to the one he/she wants, can say "want that/it," or can say "I want that" depending on the language level that they are working on with the device. Don't be afraid to model.
- When your child points to the item he/she wants, expand on their language "You want nose!" Take turns during the activity saying "my turn/ your turn" and using the device along with your child.
- Express excitement with the activity and comment "like" on the device. If it appears that your child doesn't like or doesn't want something, model "don't," "don't want," or "don't like." For example, if your child doesn't want to put on green shoes, you can help him/her say "don't want" and then help choose an item they do want by saying "want that."

What's next?

Make sure to model the same vocabulary and language when playing with other toys or during other activities. Once your child has an understanding of "put" and "take" on Mr. Potato Head, you can model this during daily activities. You can practice saying "put on" or "take off" during daily dressing routines, with magnets on the refrigerator, with caps on a marker or lids on Tupperware.