


First Steps with your  
**DYNAVOX** *Compass*™

**Lesson Plans** Designed to Support Communication with your DynaVox Compass.

**Target Age Group:** Preschool and School age individuals

**Ability Level:** Emergent



Activity:	Snack Please	
Communication Tool(s):	Topic Messages	
Location:	NavBar > Snack > General Comments	

## EMERGENT



YOU SAY:

"It's time for snack. I'm hungry."



YOU DO:

Press **Snack > General Comments**

At this level independent navigation to communication pages is not important. You do the navigation for them. Go slow. Take your time. Let them watch. They will learn as they watch you use their communication device.

YOU SAY:

"I'm hungry."

YOU DO:

**Select "I'm Hungry."**

Point to the pictures and use their device while you are speaking. Use Parallel Talk. That means as you speak, press the words that match what you are saying. Don't worry if you feel uncomfortable. It will become more natural as you get used to it.

YOU SAY:

"I'm hungry."

YOU DO:

Lift your hand slowly. Make sure they are visually "tracking" your hand. Press **"I'm hungry."** Go slow. Take your time. They will learn by observing how YOU use their communication device. Wait. Stop. See if your student will select **"I'm hungry"** on their own.

YOU SAY:

"I'm hungry."

YOU DO:

**Select "I'm Hungry."**

Lift your hand slowly. Select **"I'm hungry."** Go slow. Stop. See if your student will select **"I'm hungry"** on their own. If not, gently tap their communication device, provide an auditory cue so they will attend to their AAC system. Stop. See if they will do it on their own. If not, gently tap their arm. Give them a physical cue to remind them they need to do something. Wait. See if they will do it on their own. If not, tell them they need to select **"I'm hungry."** Give them a verbal cue so they know what to do. Pause. See if they will do it on their own. If not, take their hand and do it together.

CHILD DOES:

Selects "I'm Hungry."

CHILD SAYS:

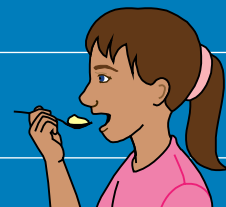
"I'm hungry."

YOU SAY:

"Great! Let's get a snack."



Activity:	Snack Time
Communication Tool(s):	Core ("want")
Location:	Toolbar > Core



## EMERGENT



YOU DO:

Select **Toolbar > Core**



YOU SAY:

"I want a snack."

In this lesson plan we are going to explore Core vocabulary. We will start slow and build knowledge and use of words. Independent navigation is not important at this point.

YOU DO:

Press **"want"** at the same time you are saying **"I want a snack."** Repeat this several times.

YOU SAY:

"Let's get snack!"

YOU DO:

You probably know what is their favorite snack, so start by sharing just a little snack together. But only a little.

YOU SAY:

Once you've finished eating, "That was so good. I WANT snack."

YOU DO:

Press **"want"** at the same time you are saying **"I want snack"**. Repeat this several times.

YOU SAY:

I WANT snack.

If they are not selecting the word **"want"** after you modeled it for them during the snack activity, tap their communication device, provide them an auditory cue to attend to their AAC device. Pause. See if they will press **"want"** on their own. If not, gently tap their arm. Give them a physical cue to remind them that they need to do something. Wait. See if they will select **"want"** on their own. If not, give them a verbal cue and tell them they need to select **"want"**. Pause, see if they will do it on their own. If not, take their hand and do it together.

CHILD DOES:

Selects **"WANT."**

YOU DO:

Share more snack and repeat with other favorite snack items or juice. Keep it fun, and remember repetition is a key to success.

Activity:	On the Playground
Communication Tool(s):	Topic Messages
Location:	NavBar > Recess > Games HotSpot



## EMERGENT



YOU SAY:

"It's time to go outside and play. Let's ask a friend to play with us."



YOU DO:

Press **Recess > Games HotSpot**

In this lesson we are going to use our Topic Messages to ask friends to play with us. We will repeat the question often, and model the interaction for your student. Repetition and Modeling are great teaching strategies. Start with a classmate who you know will say "yes."

YOU SAY:

"Let's ask (insert friend's name) . Do you want to play ?"

YOU DO:

Lift your hand slowly. Press "**Play with me.**" Go slow. They will learn by observing how YOU use the communication device. Wait. See if your student will follow your lead and select "**Play with me**" on their own. If not, model one more time. Select "**Play with me.**"

YOU SAY:

"Do you want to play with me?"

The friend says "yes."

YOU SAY:

"That's cool!"

YOU DO:

Lift your hand slowly. Press "**That's cool**". Go slow. Take your time.


YOU SAY:

"Great! Let's go ask another friend if they want to play."

YOU DO:

Go to another classmate. Wait. See if your student will select "**Play with me**" when in front of their friend. If not, tap their communication device, provide an auditory cue so they notice their AAC device. Pause. See if they will press "**Play with me**" on their own. If not, gently tap their arm. Give them a physical cue to remind them that they need to do something. Wait. See if they will select "**Play with me**" on their own. If not, give provide a verbal cue and tell them they need to press "**Play with me.**" Pause, see if they will do it on their own. If not, take their hand and do it together.

Repeat the activity with as many friends as you can find. We want our student to find success in this activity. Repetition is a key to success and learning.

Activity:	Calling out to Mom (or other)	
Communication Tool(s):	QuickFires	
Location:	Toolbar > QuickFires	

## EMERGENT



YOU SAY:

"Let's Call Mommy."



YOU DO:

Select **QuickFires** (in Toolbar)

Lift your hand slowly. Make sure they are watching you. Select **"Mom."** Go slow. Take your time. They will learn by observing how you use their communication device.

*For improved motivation use the built in camera to replace the PCS drawn symbol with a digital picture.*

YOU SAY:

"I want Mommy."

YOU DO:

Select **"Mom."**

YOU SAY:

"Yeah, I want Mommy."

YOU DO:

Do the same as before. Take your time. Let them watch you call to their Mom, using their device. Make sure Mom is standing right outside the door. She doesn't come in just yet. Call out many times before Mom comes in. Repetition equals success.

YOU SAY:

"Let's call Mommy one more time."

YOU DO:

Press **"Mom"** at the same time you are saying **"Let's call Mommy."** Pause. See if they will press **"Mom"** on their own.

If not, gently tap their communication device, providing an auditory cue to attend. Stop. See if they will select **"Mom"** on their own.

If not, gently tap their arm. Give them a physical cue to remind them they need to do something. Wait. See if they will do it on their own.

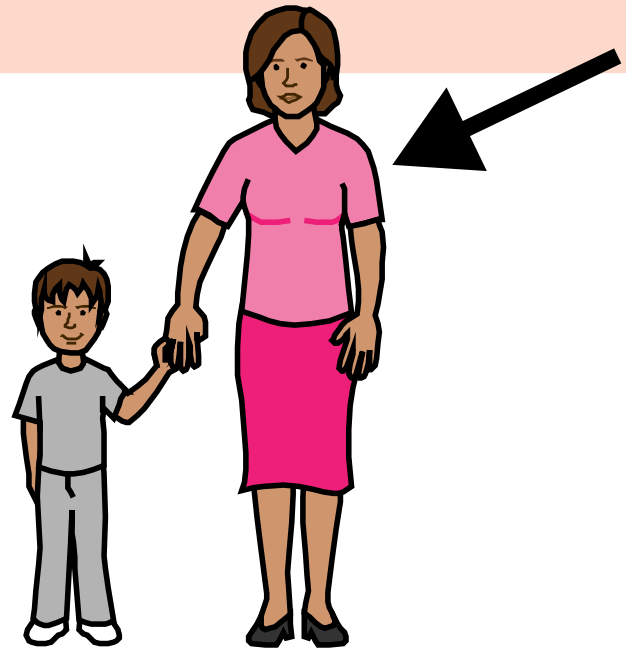
If not, give them a verbal cue and tell them they need to **"press Mom."**


Pause. See if they will do it on their own. If not, take their hand and do it together.

CHILD SAYS:

"Mommy"

Mom walks in and say hi, and talks to child. You can have any caregiver complete this task. If you are in school, use the same activity to call teacher or a friend.



Activity:	Reading a Book	
Communication Tool(s):	Topic: Phrases	
Location:	NavBar > Reading > Book HotSpot	

## EMERGENT



YOU SAY:

"Let's read a book together!"



YOU DO:

Select **Reading > Book Hotspot**

In this lesson use topic messages to participate in a reading activity. Choose a favorite book together, or a reading from the classroom curriculum. During the reading activity create opportunities for communication by using strategies such as planned expectations and waiting.

YOU SAY:

"Let's start reading."

YOU DO:

Read the first page. When you are done, pause. Select **"turn the page"** at the same time you are saying **"turn the page."**

YOU SAY:

"Let's turn the page."

Repeat this for the next several pages. Let them see how you use their device to tell their reading partner to **"turn the page."** This would be a good activity to complete with a reading buddy.

YOU DO:

After you have modeled **"turn the page"** create an opportunity where they can tell you to turn the page, and start participating in the activity.

YOU SAY:

"Let's keep reading. This book is really good."

YOU DO:

Read the next page. Now stop. Wait to see if they will tell you to **"turn the page"** with their AAC device. If not, gently tap their communication system, providing them an auditory cue to attend. Stop. See if they will select **"turn the page"** on their own. If not, gently tap their arm. Give them a physical cue that they need to do something. Wait. See if they will do it on their own. If not, give them a verbal cue and say **"tell me to turn the page. I'm waiting for you."** Pause. See if they will do it on their own. If not, take their hand and do it together.

CHILD SAYS:

"Let's turn the page."

YOU SAY:

"Great! I sure will turn the page. Let's keep reading. You're doing so good!"



Activity:	Saying Hi to a Friend	
Communication Tool(s):	QuickPhrases	
Location:	Toolbar > QuickPhrases > Greeting and Social tab	

## EMERGENT



YOU SAY:

"Let's say Hi to our friends."



YOU DO:

Select **QuickPhrases > Greeting and Social tab**

At this level independent navigation to communication pages is not important. You do the navigation for them. Go slow. Take your time. Let them watch. They will learn as they watch you use their communication device.

YOU SAY:

"Let's say hi to (insert friend's name)."

YOU DO:

Select **"Hi."**

Lift your hand slowly. Make sure they are watching you. Go slow. Take your time. They will learn by observing how **YOU** use their communication device.

YOU SAY:

"Look at Stan. He's smiling. Stan likes it when we say hi. Let's say hi someone else."

YOU DO:

Select **"hi."**

Go up to another friend. Repeat the activity at least one more time. Provide a model of how to use their communication device to say hello to someone. Demonstrate a successful social interaction with a peer.

YOU SAY:

"Great. Now let's say hi to (insert friend's name)."

YOU DO:

Go to another friend and stop. Make sure they are watching you. Select "Hi." Stop. See if they will say hello to their friend on their own. If not, gently tap their AAC device. Provide them an auditory cue so they will notice their communication device. See if they will select "Hi" on their own.

If not, gently tap their arm. Give them a physical cue that they need to do something. Wait. See if they will do it on their own. If not, give them a verbal cue and say "tell your friend hello." Pause. See if they will do it on their own. If not, take their hand and do it together.

CHILD SAYS:

"Hello."

YOU DO:

**Repeat activity with more friends.**

Real-life application will make this goal more meaningful. Walk down the hallway in school and have your student greet different friends. Before you help them press the **HELLO** button, or any other phrase, **PAUSE... WAIT...** First give them time to observe how you are using their communication device.



Activity:	I'm Hungry	
Communication Tool(s):	Topic Messages	
Location:	NavBar > Meals	

## EMERGENT



YOU SAY:

"It's time to eat. I'm hungry."



YOU DO:

Select **Meals > General Comments > I'm hungry**

Select **"I'm Hungry,"** at the same time you are saying it. Speak along side their DynaVox Compass software. Show them how they would use their communication device, by using it yourself. They will learn by watching you. Don't worry if this feels uncomfortable at first, it will become more natural the more you do it.

YOU SAY:

"I'm so hungry. When are we eating?"

YOU DO:

Press **"When Eating?"**

At this ability level it's best to teach the use of their DynaVox Compass software within the actual event, real time. Use this lesson plan during their lunch time at school or when they are eating at home. Don't role play or pretend play, teach within functional communication routines.

YOU SAY:

"When are we eating?"

YOU DO:

Lift your hand slowly. Make sure they are watching you. Press **"When eating?"** Go slow. Take your time. See if your student will select **"When eating?"** on their own. If they do not do it on their own, following your example, let's give them another opportunity and help them become more independent in their communication with Topic Messages.

YOU SAY:

I wonder "When are we eating?"

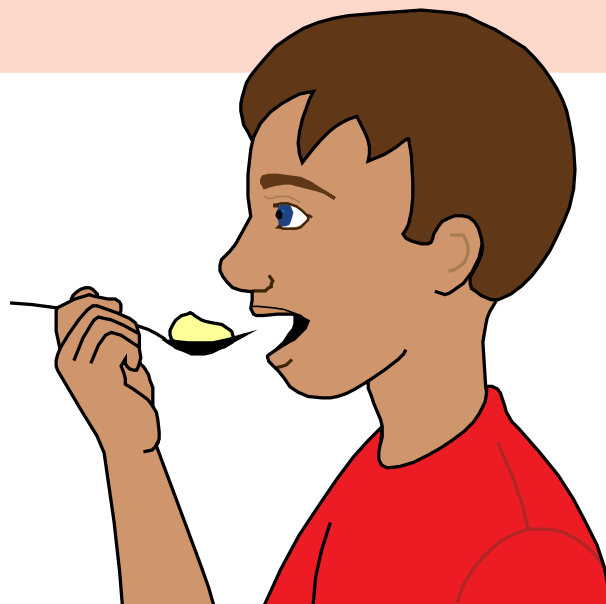
YOU DO:

Lift your hand slowly. Make sure they are visually "tracking" your hand and select **"When eating?"** Stop. See if your student will select **"When eating?"** on their own. If not, tap their communication device - provide an auditory cue so they will attend to their AAC device. Wait. See if they will do it on their own.

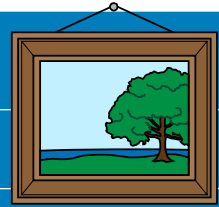
If not, gently tap their arm. Give them a physical cue that they need to do something. Wait. See if they will do it on their own. If not, tell them they need to press **"When eating?"** Give them a verbal cue so they know what to do. Pause. See if they will do it on their own. If not, take their hand and do it together.

CHILD DOES: Select **"When are we eating?"**

CHILD SAYS: "When are we eating?"



Activity:	Art Class
Communication Tool(s):	Topic Words
Location:	NavBar > Art Class > Topic Words



YOU DO:

Select **Art Class** > **Topic Words** > **Art Items** tab



YOU SAY:

"Do you want to work with Colored Pencils or Clay?"

YOU DO:

Press **"Colored Pencils"** and **"Clay"**

You will have to scroll down to find these words. Select the words at the same time you are saying them. Speak along side their AAC device. You want to show them how they use their communication device, by using it yourself. They will learn by watching you.

YOU SAY:

"We can use colored pencils or clay."

YOU DO:

Press the words colored pencils and clay at the same time you are saying them. Speaking along side their AAC device. Pause and see if they will make a selection on their own. If not, let's help them become more independent in their communication with Topic Words.

YOU SAY:

"Ok, what should we do today, colored pencils or clay?"

YOU DO:

Lift your hand slowly. Go slow. Select the art choices for today. Stop. See if your student will make a choice on their own.

If not, provide an auditory cue by tapping their communication device. Stop. See if they will do it on their own.

If not, gently nudge their arm and provide them a physical cue to remind them they need to do something. Wait. See if they will do it on their own.

If not, tell them **"you need to make a choice, what should we do today, colored pencils or clay?"** Select both choices while you are saying them. Pause and see if they will do it on their own. If not, take their hand and do it together.

EMERGENT

CHILD SAYS

"Colored Pencils"

YOU SAY:

"That's great. Let's color!"

