

# At the Playground

Let's get outside and play! Kids love to run around, play, and have fun. BUT the playground can also be a great place to model A LOT of language.

### CORE WORDS

|      |      |
|------|------|
| I    | Run  |
| You  | Stop |
| Come | Turn |
| Go   | Want |
| Help | Up   |
| Jump | Down |
| Like | Fast |
| Look | Slow |
| Play | Fun  |

### MATERIALS

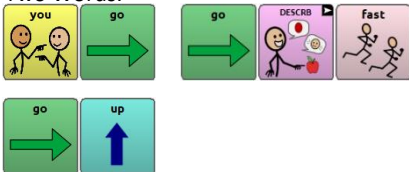
|  |                      |
|--|----------------------|
| Park (or Playground) with Swing, Slide, Jungle Gym, etc. | Child You AAC Device |
|--|----------------------|

### Model It on the AAC Device

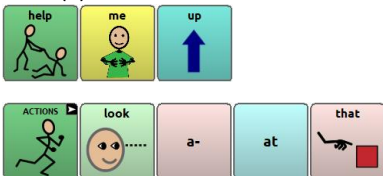
One Word:



Two Words:



Three(+) Words:



# Active with AAC

| Reasons to Communicate  | One Word   | Two Words  | Three(+) Words  |
|---|--|--|---|
| Getting Wants/Needs Met (requesting objects/activities/ permission/attention, etc., directing action/to stop, request help) | Come<br>Go<br>Stop<br>Look<br>Help<br>Fast<br>No<br>Jump                     | I go<br>You go<br>Stop it<br>Help me<br>You help<br>Want help<br>More go<br>Want this  | Look at me<br>Help me up<br>I go down<br>I play more<br>I want more<br>You do it again<br>My turn to do it<br>You go up   |
| Exchange Information (share and show objects, confirm/deny, request information, etc.)                                      | Jump<br>Look<br>Like<br>Go<br>Help<br>I<br>You<br>Want<br>Up<br>Fast<br>This | Look that<br>Like that<br>You go<br>You fast<br>Jump down<br>It go<br>Want up<br>You play<br>I do (did)<br>I play<br>Go fast | I like this<br>Can you help me?<br>It go up<br>You go down<br>I did it<br>Come up here<br>Jump on it<br>It go slow<br>Run up with me<br>Can you go up?<br>Do you like it? |
| Social Closeness/Etiquette (greet, take turns, comment, etc.)   | Like<br>I<br>Fast<br>Slow<br>Thirsty<br>Up<br>Down<br>Help<br>Stop           | I like<br>It fun<br>My turn<br>You do<br>It fast<br>You slow<br>It up<br>You down<br>Look it                                 | I like it<br>It go fast<br>Look at that<br>That look fun<br>I go down<br>That is fast<br>My turn to go<br>You go fast<br>Let's go fast again!                             |

### Tips to Engage, Expand, and Succeed:

- Keep your interactions natural at the playground! Don't make the child/client request every push on the swing. Focus on other reasons for communicating, like:
  - Commenting- You are **going** so **fast**!; **That** was **fun**!; **You** got **down**; **You're up** so high!
  - Sharing Information- Can **you** jump **down**?; Do **you** want to go **up** there?; You like **going fast**?
  - Directing Actions- **Look** at me!; **Do it** again.; **You** go up.
- Don't anticipate the needs of your child/client. Let them try to climb the ladder, swing, or go across the monkey bars without help. If they look to you for help, model for them, "Do **you** need help?"
- Give your child an opportunity to talk by asking open-ended questions. For example: What should we do?; What do you think?; Where should we go?
- Safety is first! Modeling language is important, but always make sure your child/client isn't going to fall or hurt themselves first! Only model language when it is safe to do so.
  - You might also want to use a low-tech board to prevent device breakage from drops.