

VocabPC™

**A Vocabulary Program
for Chat Software and
the TouchChat® App**

**Authored by:
Gail M. Van Tatenhove, PA, MS, CCC-SLP**



Liability Disclaimer

PRC-Salttillo assumes no responsibility for any damage or loss resulting from the use of this manual.

PRC-Salttillo assumes no responsibility for any loss or claims by third parties which may arise through the use of this product.

PRC-Salttillo assumes no responsibility for any damage or loss caused by the deletion of data as a result of malfunction repairs or battery replacement. Be sure to back up all important data on other media to protect against its loss.

The contents of this manual are subject to change without notice.

No part of this manual may be reproduced in any form without the express written consent of PRC-Salttillo.

Copyright and Trademark Information

© 2000-2021 PRC-Salttillo. Non-commercial reprint rights for clinical or personal use granted with inclusion of copyright notice. Commercial use prohibited; may not be used for resale. Contact PRC-Salttillo for questions regarding permissible uses.

AAC Language Lab, Accent, AeroSwitch, AeroText, ChatEditor, ChatFusion, Chat PC, ChatPoint, ChatSMS, ChatWrap, CoreScanner, Dialogue, Empower, Engage, Essence, Freedom Switch, iSharePRC, LAMP Words for Life, Look, NovaChat, NuEye, NuPoint, NuVoice, PASS, PRiO, Realize Language, Timocco-on-Accent, TouchChat, Via, VersaChat, and VocabPC are trademarks of PRC-Salttillo.

PicSym illustrations are copyright of Mayer-Johnson Co.

CASIO is a registered trademark of Casio Computer Co., Ltd.

iPAQ is a trademark of Compac, Inc.

Dell Axim is a trademark of Dell, Inc.

DECTalk is a trademark of Force Computers, Inc.

Microsoft and Windows are either registered trademarks or trademarks of Microsoft Corporation in the United States and/or other countries.

MultiMedia Card is a registered trademark of SanDisk Corporation.

All other product and company names mentioned herein may be the trademark of their respective owners.

Contact Information

Prentke Romich Company

1022 Heyl Rd

Wooster, OH 44691, USA

Tel.: (330) 262-1984 · (800) 262-1984

Fax: (330) 262-4829

Email: info@prentrom.com

Web: www.salttillo.com

Rev. 2.2, March 2021

Acknowledgements

In the development of VocabPC, the author enjoyed observing and interacting with individuals with significant cognitive disabilities. These individuals allowed the author to listen in on their private conversations with friends, watch them as they did their jobs, eavesdrop on them while chatting on the telephone, follow them on field trips to the community, etc. - all the time writing down what they were communicating with their speech, signs, gestures, and communication devices. Thank you to these many individuals who are too numerous to thank. And thank you to the staff at the group homes, workshops, and community outreach programs who were frank in their feedback about this program. Your honesty was invaluable.

Special thanks to Andy, Frank, Lori, and Annie, four successful AAC device users, who field tested the vocabulary and symbols in this program. Thank you for your patience, successes, frustrations, and willingness to try out a new AAC system. And final thanks to Sandy, Curtis, and Becky who do not yet have an AAC device and tried out VocabPC.

Table of Contents

WELCOME TO VOCABPC®	1
BACKGROUND INFORMATION	1
INTENTIONAL COMMUNICATION	2
ADVANTAGES OF GENERALIZED WORDS	2
ADVANTAGES OF SPECIFIC WORDS.....	3
GENERAL TO SPECIFIC WORDS	3
THE PAGES AND VOCABULARY IN VOCABPC	5
NAVIGATION RULES	6
PROGRAM DEFAULTS	7
CUSTOMIZING THE PROGRAM	7
TEACHING STRATEGIES	8
FACILITATOR BEHAVIORS TO PROMOTE TALKING WITH VOCABPC.....	8
GENERAL TRAINING APPROACHES	10
<i>Special Training Times</i>	10
<i>Organized Real Life Activities</i>	10
<i>Non-Organized Real Life Activities</i>	11
BUILDING PICTURE IDENTIFICATION AND ASSOCIATION	11
TEACHING THE LEAD-IN PHRASES/SENTENCES + FILLER WORDS IN REAL LIFE SETTINGS	13
1. Teaching "I want" + filler words	13
2. Teaching "I don't want" + filler words.....	16
3. Teaching "I want to" + filler words	20
4. Teaching "I feel" + filler words	22
5. Teaching "I want to ask a question" + filler words or phrases.....	23
6. Teaching "Hey there" + social sentences.....	24
7. Teaching "Let me tell you when" + time words.....	25
TEACHING THE CATEGORY WORDS	26
1. Teaching the category of Personal Things.....	26
2. Teaching the category of Family.....	26
3. Teaching the category of other People.....	26
4. Teaching the category of Drinks	27
5. Teaching the category of Favorite Foods	27
6. Teaching the category of Leisure	27
7. Teaching the category of Places.....	27
8. Teaching the category of Health	27
9. Teaching the category of Money	27
TEACHING THE ACTIVITY WORDS AND SENTENCES.....	28
1. Teaching the Music Activity	28
2. Teaching the Cooking Activity.....	28
3. Teaching the Cards/Game Activity.....	28
4. Teaching the Working Activity	28
5. Teaching the Phoning Activity	29
6. Teaching the Travelling Activity	29
7. Teaching the Shopping Activity.....	29
TEACHING NAVIGATION	29

PAGES..... 30

PAGE NAME: GENERAL TALKING.....	31
PAGE NAME: I WANT (REQUESTS)	31
PAGE NAME: DON'T WANT (REJECT)	32
PAGE NAME: I WANT TO (ACTIONS)	32
PAGE NAME: FEELINGS	33
PAGE NAME: TELL ME (QUESTIONS).....	33
PAGE NAME: FRIENDLY CHIT CHAT.....	34
PAGE NAME: MEETING NEW PEOPLE.....	34
PAGE NAME: TIME.....	35
PAGE NAME: MONTHS	35
PAGE NAME: CATEGORIES	36
PAGE NAME: ACTIVITIES	36
PAGE NAME: MY THINGS	37
PAGE NAME: FAMILY.....	37
PAGE NAME: PEOPLE.....	38
PAGE NAME: DRINKS.....	38
PAGE NAME: FAVORITE FOODS.....	39
PAGE NAME: LEISURE.....	39
PAGE NAME: PLACES.....	40
PAGE NAME: HEALTH	40
PAGE NAME: MONEY.....	41
PAGE NAME: MUSIC	41
PAGE NAME: COOKING	42
PAGE NAME: CARDS/GAMES	42
PAGE NAME: WORKING	43
PAGE NAME: PHONING.....	43
PAGE NAME: TRAVELING.....	44
PAGE NAME: SHOPPING	44
PAGE NAME: (TEMPLATE).....	45

FLASHCARD LIST 46

FLASHCARDS - SET 1	
FLASHCARDS - SET 2	
FLASHCARDS - SET 3	
FLASHCARDS - SET 4	
FLASHCARDS - SET 5	
FLASHCARDS - SET 6	
FLASHCARDS - SET 7	
FLASHCARDS - SET 8	
FLASHCARDS - SET 9	
FLASHCARDS - SET 10	
FLASHCARDS - SET 11	
FLASHCARDS - SET 12	
FLASHCARDS - SET 13	
FLASHCARDS - SET 14	
FLASHCARDS - SET 15	
FLASHCARDS - SET 16	
FLASHCARDS - SET 17	
FLASHCARDS - SET 18	
FLASHCARDS - SET 19	
FLASHCARDS - SET 20	
FLASHCARDS - SET 21	
FLASHCARDS - SET 22	

FLASHCARDS - SET 23	
FLASHCARDS - SET 24	
FLASHCARDS - SET 25	
FLASHCARDS - SET 26	
FLASHCARDS - SET 27	
FLASHCARDS - SET 28	
FLASHCARDS - SET 29	
FLASHCARDS - SET 30	
FLASHCARDS - SET 31	
CONCEPT AND LOCATION DOCUMENTATION	47
VOCABULARY DOCUMENTATION AND PROGRAMMING	79
PAGE NAME: GENERAL TALKING	80
PAGE NAME: I WANT (REQUESTS)	81
PAGE NAME: DON'T WANT (REJECT)	82
PAGE NAME: WANT TO (ACTIONS)	83
PAGE NAME: FEELINGS	84
PAGE NAME: TELL ME	85
PAGE NAME: FRIENDLY CHIT CHAT	86
PAGE NAME: MEETING NEW PEOPLE	87
PAGE NAME: TIME	88
PAGE NAME: MONTHS	89
PAGE NAME: CATEGORIES	90
PAGE NAME: MY THINGS (A CATEGORY)	91
PAGE NAME: FAMILY (A CATEGORY)	92
PAGE NAME: PEOPLE (A CATEGORY)	93
PAGE NAME: DRINKS (A CATEGORY)	94
PAGE NAME: FAVORITE FOODS (A CATEGORY)	95
PAGE NAME: LEISURE (A CATEGORY)	96
PAGE NAME: PLACES (A CATEGORY)	97
PAGE NAME: HEALTH (A CATEGORY)	98
PAGE NAME: MONEY (A CATEGORY)	99
PAGE NAME: ACTIVITIES	100
PAGE NAME: MUSIC (AN ACTIVITY)	101
PAGE NAME: COOKING (AN ACTIVITY)	102
PAGE NAME: GAME/CARDS (AN ACTIVITY)	103
PAGE NAME: WORKING (AN ACTIVITY)	104
PAGE NAME: PHONING (AN ACTIVITY)	105
PAGE NAME: TRAVELING (AN ACTIVITY)	106
PAGE NAME: SHOPPING (AN ACTIVITY)	107
BIBLIOGRAPHY	109

Welcome to VocabPC™

VocabPC™ is a vocabulary program that gets you started building a personalized communication program in your new device.

VocabPC is organized with ...

- single words and phrases;
- some sentences, mostly for social chit chat;
- 28 pages of vocabulary;
- 12 keys on each page;
- empty keys on most pages so specific words can be added for the person's unique needs;
- color coded keys to help individual's tell the difference between the keys; and
- simple, straight forward navigation between pages for easy talking.

Background Information

VocabPC was developed for adolescents and adults who can walk (called "ambulatory") who have moderate to severe intellectual disabilities. The vocabulary was selected based on what these individuals might need to say at home, work, in adult education activities, and in their communities.

This is a challenging group when it comes to developing a vocabulary set for an augmentative and alternative communication (AAC) device because many of these individuals:

- are physically able to take care of their own needs;
- live highly routine and structured lives, and most significantly,
- have a history of idiosyncratic communication behaviors, many which are successful in communicating with familiar people.

People don't get to be adolescents and adults without having developed their own routines and idiosyncratic behaviors to communicate. These idiosyncratic behaviors, like pointing, vocalizing and gesturing, may have been used and reinforced over a long period of time and become highly effective in meeting communication needs (Reichle, 1991).

In many cases, these idiosyncratic communication behaviors don't need to be replaced with use of an AAC system or device. But, for many other individuals, idiosyncratic communication behaviors don't promote inclusion in community settings, opportunities for employment outside of sheltered workshops, independent living, or respect from others. Many adults with disabilities are treated condescendingly like children because they do not communicate adequately or conventionally.

VocabPC was developed with these realities in mind. Instead of *replacing* efficient and well established communication routines, use of VocabPC promotes *expanding* the person's communication opportunities. Many intervention programs have focused on teaching people

with moderate to severe intellectual disabilities how to "make choices" and have not always emphasized teaching them how to exercise control over their own lives. For example, you have more control when you can say "no" to something or ask simple questions (Reichle, York, & Sigafos, 1991; Reichle, 1991; Warren & Reichle, 1992; Beukelman & Mirenda, 1992).

VocabPC was developed to provide language that lets the person communicate for a variety of reasons, giving him/her control over what happens in his/her life. It has been the experience of this author that even idiosyncratic behaviors can be modified if the language in the AAC device provides sufficient communication power and consequence.

Intentional Communication

Some individuals with moderate to severe intellectual disabilities do not appear to want to interact or communicate with other people. These individuals are described as not using "Intentional Communication." Is VocabPC appropriate for these individuals?

VocabPC was developed assuming the person using it wanted to communicate. However, certain features of VocabPC take into account individuals who either (1) lack a strong desire to communicate or (2) who use behavior instead of language to control their environments. VocabPC can be used with individuals who do not have a strong desire to communicate basic information to their caregivers. The biggest challenge is to select words to put in VocabPC that gives the person power over his/her life.

Individuals with intellectual disabilities have the right to exercise control over their own lives, to the greatest degree possible.

What kind of words do individuals with intellectual disabilities need in order to control their own lives? That question has challenged many people (Reichle, 1991). Some say that the person needs general words (like "drink") that can be used to mean lots of different things. General words can be used in many situations and offer flexibility in talking. For example, by saying "drink," the person could ask for a drink, comment that someone else is drinking, or ask for more to drink.

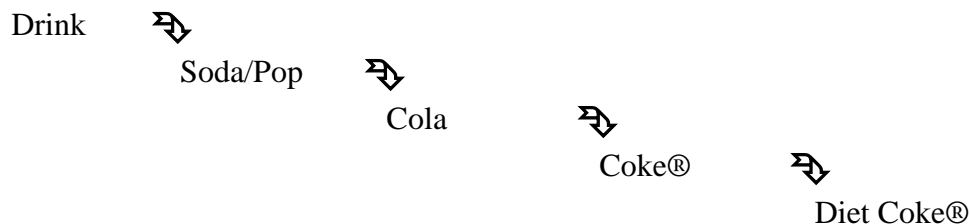
Advantages of Generalized Words

General Words

- are good for learners who need to be reinforced to communicate with a wide variety of choices. A general word can be used to gain access to an entire range of items (e.g., "drink" gets you a cola, or orange juice, or coffee).
- cut down on the need to learn a large vocabulary. A smaller number of words covers a wider range of communication opportunities.

- are good for people who have shifting preferences. One day the person likes "coffee," then shifts for a while to only wanting "iced tea."
- allow people to provide more instructional opportunities without the learner becoming satiated. You can work on asking for a drink at breakfast and get an orange juice and again at break time and get a cold soft drink. You don't have to keep asking over and over for the exact, same drink until the person doesn't even care anymore.
- are more resistant to extinction because they are more likely to be intermittently reinforced. The person has a daily need to ask for "drink" and might ask any number of people to give him/her the drink. But a specific drink might not be available and the person is not reinforced for talking when he/she can not get the drink he/she wanted. If you are not reinforced by getting the drink you want, you might stop asking for it.

Others argue that adults with disabilities need specific words (like "cola" or "coffee") so the person can get exactly what he/she wants. Having specific words makes for clearer communication and is practical for people who have specific and consistent preferences. Consider this example, which goes from a general word to an increasingly more specific word.



Advantages of Specific Words

Specific Words ...

- allow for clear communication with the community at large. Saying "drink" at a restaurant is not sufficient. A specific word is necessary.
- reduce the need for the listener to interpret and ask for clarification. The listener doesn't have to ask 20 questions to figure out what the person wants.
- are good for learners who learn vocabulary quickly.
- have a clear 1:1 association between the request and the object received. Saying "drink" doesn't always get coffee, but saying "coffee" should always get you a cup of coffee. Getting exactly what you want generally helps people learn more quickly.

General to Specific Words

The vocabulary in VocabPC falls somewhere in the middle in the debate on GENERAL vs. SPECIFIC vocabulary. It would be impossible to pre-select very specific vocabulary for everyone who might use VocabPC. Rather, general words and some specific words are included in the program. Display #1, called GENERAL TALKING, is general and navigates

to pages with more specific vocabulary. Pages in VocabPC have blank spaces for someone to add the very specific words the person needs that matches his/her preferences and life style. Of course, specific words that are not important to the user should also be removed from the page and replaced with words that better match the person's personal preferences.

It is rarely possible to include every word the person might need to say in any AAC program. There is always a need for general words with people asking questions to clarify what the person was trying to say. Asking good questions is not something that comes easily to everyone. When a person gives a general word, like "drink," ask questions to figure out specifically what the person wants. Start with general questions and work to more specific questions. For example:

1. Do you want something cold to drink? no
2. Do you want something hot to drink? yes
3. Do you want coffee? no
4. Do you want hot chocolate? yes
5. Do you want marshmallows in that? yes

People who are familiar with the person's habits, preferences, and tastes will often know exactly what the person wants with very few clarifying yes/no questions. However, it never hurts to make sure you are not making false assumptions by asking a few, simple clarifying questions.

THE PAGES AND VOCABULARY IN VocabPC

VocabPC has 28 pages of vocabulary with 12 keys on each page. Everything starts on the page called **General Talking**.

1. General Talking (to talk across settings and navigate to pages with specific words)
2. I Want (to request things with "I want" + a word or phrase to complete the sentence)
3. Don't Want (to reject objects and actions with "I don't want" + a word or phrase to complete the sentence)
4. Want To (to request actions by saying "I want to" + an action word)
5. Feelings (to communicate feelings by saying "I feel" + a feeling word)
6. Tell Me (to ask questions by saying "I want to ask a question" + a question word or phrase)
7. Friendly Chit Chat (sentences to chat with familiar people, starting with "Hey there" to get attention, followed by social sentences)
8. Meeting New People (to meet and talk with new people, starting with "Hello, nice to meet you" as a lead-in comment)
9. Time (to communicate time words, starting with "Let me tell you when" to set the topic, followed by time words)
10. Months (to name months of the year)
11. Categories (to name the category and then navigate to a page of those kinds of words)
 12. My Things (to name my most important personal things)
 13. Family (to name my family members)
 14. People (to name other people involved in my life)
 15. Drinks (to name things I like to drink)
 16. Favorite Foods (to name my favorite foods)
 17. Leisure (to name things I like to do for leisure time)
 18. Places (to name places to which I go)
 19. Health (to name things I need to maintain good health)
 20. Money (to name money words)
21. Activities (to name the activity in which I am going to participate)
 22. Music (to talk during a music activity)
 23. Cooking (to talk during a cooking activity)
 24. Game/Cards (to talk during a game or cards)
 25. Working (to talk while doing a job)
 26. Phoning (to talk to familiar people on the phone)
 27. Traveling (to talk about travels or trips)
 28. Shopping (to talk during a shopping activity)
29. TEMPLATE (duplicate this page to make new pages of words)

A page entitled "TEMPLATE" was also developed. You can DUPLICATE this page to make new pages. This page has each key already color coded and has the command to go back to the General Talking page.

Key to the Color Codes:

YELLOW	PALE RED	GREEN
PALE BLUE	PALE CYAN	PALE ORANGE
PALE SALMON	PALE PURPLE	PALE YELLOW
PALE GREEN	WASH RED	WHITE (vocabulary) BLACK (navigation)

Navigation Rules

When a key has it's LEFT corner folded over, it means that VocabPC will navigate automatically to another page (without speaking any message) after you press that key. It was tough to decide how much automatic navigation would be built into VocabPC. Too much navigation can be distracting and difficult for individuals with moderate to severe intellectual disabilities, but not enough navigation increases the number of steps the person has to learn and complete to talk.

Automatic navigation is built into carrier phrases (e.g., I want) located on General Talking, with VocabPC navigating to the page that completes the carrier phrase. Some, but not all pages automatically navigate back to the General Talking page. The command to navigate back to General Talking is always located in the lower right corner.

Basic General Talking Navigational Rule:

**Pick a carrier phrase off of GENERAL TALKING
and go automatically to the PAGE with the endings.**

Pick an ending.

**Go back to General Talking automatically
or with the command to GO BACK in the lower right corner.**

Program Defaults

Your device is set with the following key settings, called "defaults," found in the OPTIONS menu.

- Input = Touchscreen - Select on Push

- Input Filter

 - StickyKeys - checked

 - FilterKeys - NOT checked

- Speech

 - Synthesis Type: Software

 - Voice: Paul

 - Speak: Word (280 wpm) and Sentence (180 wpm)

 - Volume: Maximum

- System

 - Suspend after - Use system settings

 - Act like a dedicated device - checked

 - Use hardware buttons as shortcuts - checked

Customizing the Program

The vocabulary and pages in VocabPC are designed as a framework. They are meant to be customized and made to fit the specific needs, interests, and lifestyle of the person using VocabPC.

Customization involves the following activities.

1. Adding new words to pages already developed.
2. Changing words on pages already developed.
3. Creating new pages (by duplicating the Template and naming the new page).
4. Deleting pages you don't need.
5. Adding more navigation commands, as appropriate.
6. Changing the voice.
7. Changing various programming settings.

Use the manual that came with your device for specific operational instructions. Designate one person to be in charge of programming and maintaining the programming records. It is the responsibility of this person to share programming changes with the various people who interact with the person using VocabPC.

Teaching Strategies

Most individuals who need an augmentative and alternative communication device, like VocabPC, are not going to pick it up and just start communicating with it. For most individuals, especially individuals with significant cognitive disabilities, they need very specific training to learn almost every aspect of communicating and interacting in a new way. Everyone involved in the communication training program needs to look at his/her own behaviors to evaluate what is being done to promote independent communication. Everyone is going to need to make changes for the teaching strategies to be effective.

The overall philosophy of the teaching strategies provided here is to create situations that upgrade the person's behavior to a level that provides him/her with a greater degree of respect and independence. The strategies assume that the person using VocabPC has the right to talk for himself/herself, the right to personal choices, and the right to live with the consequences of his/her own choices. Initially, using VocabPC instead of old behaviors is NOT going to be easier or more convenient for the person's caregivers, friends, or acquaintances. Things always get harder before they get easier. But the payoff for the person using VocabPC will be worth the effort.

Facilitator Behaviors To Promote Talking With VocabPC

To encourage the person to talk with the words in VocabPC, everyone in the person's life, (family members, staff members, therapists, drivers, etc.) need to change how they interact with the person. Here is a short list of things facilitators can do to promote talking with VocabPC.

- ◆ Ask fewer yes/no questions (e.g., Do you want coffee?) and more open/ended questions (e.g., What do you want to drink?).
- ◆ Don't ask the person "Do you want your device?" Instead, say "Where is your device? If you are going to talk for yourself, you need to get it and have it with you." This promotes the attitude that you expect the person to talk with the device.
- ◆ Expectations are everything! Very often, we don't expect much from people with disabilities. Start small, but gradually step up your expectations.
- ◆ Be careful of finding reasons NOT to use the device. Instead, find reasons why you need the device and voice those reasons in front of the person using VocabPC.
- ◆ Plan to use the device. Look at what words or phrases are available and plan a way to use those words. Look for opportunities to talk!
- ◆ Don't have conversations with yourself or answer your own questions. For example, you might say "How was your vacation? Did you have a good time. I bet it was great to see your parents." If you do this, you never gave the person a chance to talk.
- ◆ Give the person plenty of time to respond. That means being quiet, waiting expectantly. Look directly at the person as a signal that it is his/her time to talk, but stay quiet. Glance

at the device, but don't keep yammering at him/her. After 15-30 seconds, provide verbal prompts for the person to use his/her device and then wait silently some more.

- ◆ Catch the person doing something right! The person might not be terribly motivated to talk with VocabPC right away, but by praising the person for everything he/she tries to do, he/she will gradually be more encouraged to use it. But, don't over-exaggerate the person's use of VocabPC. One of the best ways to stop someone from doing something is to make him/her self-conscious about it. Simple, sincere praise like "I'm glad you used your device" is sufficient for most individuals.
- ◆ Talk positively. Stop saying "He doesn't want to use VocabPC" in front of the person. Instead say, "He can talk for himself with this machine. It is great!"
- ◆ Increase your casual chatting times. This builds confidence, increases motivation, and gives value to using an AAC device.
- ◆ Sometimes, act stupid on purpose. By doing this, you create a situation that promotes use of VocabPC.
- ◆ Sometimes, break your routine. Change in routine, provided it doesn't trigger negative behaviors, also encourages use of VocabPC.

<i>We are leaving the device behind because ...</i>	<i>We are definitely taking the device along with us because ...</i>
There's a vague chance it might get rained on.	You are a grown-up and grown-ups talk for themselves.
We are going to go eat and you might get food on it.	I am not your mother and I won't talk for you.
We are going to get a drink and you might spill or drool on it.	You need to order for yourself at the restaurant.
It might get lost or stolen.	People treat you with more respect when you talk for yourself.
It might get broken on the van.	It was made to be carried around and can be fixed if something goes wrong.
It's too much trouble to carry around.	You are going to meet new people who you can talk to by yourself.
The battery might run down if we take it.	You will need it to get what you want. Without it, you are going to go without.
We don't want you talking to strangers.	We don't know what you might need to say, but we know you will have chances to talk.
Someone might steal it.	People treat you the way you expect to be treated. And you expect to be treated well as a person who can communicate.
We might leave it behind.	It's too important to be left behind.
I know what you need to say and I'll talk for you.	I can't read your mind.

General Training Approaches

Special Training Times

A traditional way to teach the words in VocabPC is to set up 1:1 or small group therapy times. Therapists or teachers might do role playing, matching tasks, or language activities during the sessions. Some advantages of setting aside a special training time with a designated person who will teach the words is that (1) you can practice something over and over, (2) it's easy to keep records of what happened, and (3) teachers feel more in control. However, special training times, no matter how good the therapy session, is not the real-world and the person may not take what he/she has learned in the training time and apply it to everyday life. Special training or therapy time is only a small part of what needs to be done to help the person talk with VocabPC.

Organized Real Life Activities

Another way to teach the words in VocabPC is to take the normal things you do everyday and make them your training times. Create situations where you have set up the situation so the person needs to use words to get what they want. This often involves changing your normal routine, putting things in different places, making things more difficult than usual, etc. This approach helps the person learn how the words in VocabPC applies to daily life. It is a very practical way to teach VocabPC. The hard part of this approach is changing the routine, especially the routine of the caregivers.

One idea is to select a word of the week and find as many ways as possible to use that word during the week. Post the word (or other visual reminders) in the person's home or work place. Show caregivers how they can use that word and help them think of other ways to use it.

For example, if the word of the week is "more,"

- at breakfast, only pour a little bit of milk on the person's cereal and encourage him/her to ask for more;
- give only a small glass of juice at breakfast (to someone who likes a large amount of juice) and don't give more until he/she asks for more;
- make a peanut butter sandwich with a little bit of peanut butter, waiting for the person to say he/she needs more on the bread; or
- play a snippet of music and then turn it off, hoping the person will ask for more.

This approach gives a person many chances throughout the day to use a word, but it requires the agreement of and effort from the person's caregivers. These caregivers are the ones engaged in the natural events of the person's day and they will be the ones to turn those natural events into learning opportunities.

Non-Organized Real Life Activities

Part of the training on VocabPC needs to take place in real life activities that have NOT been set up as training opportunities. Look for opportunities in these activities without creating the situation. For example, instead of giving only a sip of a drink or a little peanut butter on the bread, behave normally, giving the person a normal glass of juice and a normal amount of peanut butter. If and when the people really wants "more," wait for him/her to say "I want more" or "more." If it is obvious the person wants more, but he/she is NOT using VocabPC, provide verbal and visual prompts (e.g., look at their device, tap their device, look at him/her with a questioning look on your face, say "you can tell me with your words," etc.).

Eventually, we want what the person has learned with VocabPC to help him/her communicate in situations where we have not set things up for him/her to communicate. For example, we provide 1:1 training times and Organize activities to learn how to ask for "help" so the person will say "I want help"....

- from a store clerk when he/she can't find what he/she is looking for in the store;
- at the bowling alley when he/she can't tie the bowling shoes by himself/herself;
- for a snack when he/she can't figure out how the unusual vending machine works;
- at home, when the computer game he/she was playing is frozen;
- when he/she has a letter from a friend he/she wants someone to read; or
- when he/she wants you to help make a phone call to family members.

Building Picture Identification and Association

Some individuals using VocabPC will need more instruction than others. For some, they are going to need a paper version of the pictures and pages that are in VocabPC. For example, individuals who are using the Picture Exchange System may find that it helps to have a printed version of the picture that he/she can hand someone as a step in the process of learning how to use the pictures in VocabPC.

This manual provides a printed copy of each of the pages in VocabPC, as well as flashcards of each of the pictures that are used in the programming. The printed pages and individual flashcards can be used in specific training activities to help build an association between the picture and the meaning behind the picture. This step lays a concrete foundation for understanding the process of communicating with VocabPC.

Photocopy the flashcards and/or pages. Cut the flashcards apart and laminate them. Trim the pages and laminate them also. Create a strategy for easy storage and retrieval of these flashcards and/or pages.

The following routine demonstrates how these pages or flashcards could be used in an instructional activity.

1. Organize an activity for the person to ask for something he/she wants.
 "I want " +
 "more"
 "what you have"
 "help"
 "a drink"
 "a snack"
2. Present the flashcard of the "I want" phrase.
3. Have the person point to or hand the flashcard to you and then, hand-over-hand select the "I want" picture on the device.
4. Point out that the flashcard matches the picture on the device. Act out the picture (reaching for something you want).
5. Lay out one, some, or all of flashcards of the endings for the "I want" phrase, depending on what ending or endings you are working on. Have the person point to or hand the appropriate picture to you, then hand-over-hand select the picture on VocabPC.
6. Respond to the person's request, giving him/her what was asked for.
 "more"
 "what you have"
 "help"
 "a drink"
 "a snack"
7. Continue the training routine until the person no longer needs individual pictures, but can handle the print-out of the page(s) and can point to the appropriate picture. After pointing to the picture on the print-out, together select the picture on VocabPC.
8. Fade out the paper version of the pages until you are only using VocabPC. The paper version of the pages can always serve as a back-up system when the person is not using VocabPC (e.g., is at the beach, is in the bathtub, etc.)

Three Levels for Teaching VocabPC:

- | | |
|-----------------|--|
| Level 1: | Use individual pictures in conjunction with paper pages and the device. |
| Level 2: | Use paper pages in conjunction with the device. |
| Level 3: | Use just the device. |

Teaching the Lead-In Phrases/Sentences + Filler Words In Real life Settings

The words, phrases, and sentences from the General Talking page provides access to general language that the person can use across many situations and activities. It is the core vocabulary of the system. Teaching the person how to use these words, phrases, and sentences provides him/her the most control over his/her own life. The teaching opportunities listed are beginning points for teaching this core language in real life settings that have been organized as communication training opportunities. Add your own ideas to match the real life activities in which the person using VocabPC is involved. Try to add as much variation as possible, expanding the people with whom the person is using VocabPC and the settings in which he/she is using it.

1. Teaching "I want" + filler words

"more"
"what you have"
"help"
"a drink"
"a snack"

TEACHING HOW TO ASK FOR "MORE" OF SOMETHING	
<i>How to Organize A Setting:</i> Give the person a small amount of whatever he/she likes. Give yourself only a little too. Then, say "I want more" and give yourself a bit more. Then say "What do you want?" Pause at least 10 seconds before prompting the person again. "Tell me if you want more." Provide additional prompts and cues as needed. After the person asks for more, give him/her a little more and repeat the routine until the person has had enough.	
<i>Teaching Opportunities To Try:</i>	
<ul style="list-style-type: none">• more coffee at break time• more water at dinner• more popcorn when watching a video• more chips at snack time• more paper when the computer printer is empty• more peanut butter on my bread at lunch time• more money when buying something from a vending machine• more time working on the computer	<ul style="list-style-type: none">• more music at break time• more envelopes to seal at the work station• more money when being paid• more water when watering the garden• more glue when making a craft activity• more cards when dealing the cards for "Go Fish"• more ketchup for my french fries• more pushing on a swing ride• more time riding the bike

TEACHING HOW TO ASK FOR "WHAT YOU HAVE"	
<p><i>How to Organize A Setting:</i> Keep for yourself something that the person likes. Praise it up while enjoying it. Say "let me know if you want what I have." Pause and then re-prompt the person, as necessary. Once the person asks for what you have, share it with him/her.</p>	
<p><i>Teaching Opportunities To Try:</i></p>	
<ul style="list-style-type: none"> • getting the same food you are having • getting the same drink you are having • getting the same magazine you are reading • getting the earphones and CD player you are listening to • getting the same ice cream on your cake • getting the same plant at the garden shop 	<ul style="list-style-type: none"> • getting the same ticket to the movies • getting the same present you are buying at the store • getting the same perfume you a putting on • getting what you ordered at the restaurant • getting the same CD at the music store • getting whatever great thing you got as a present

TEACHING HOW TO ASK FOR "HELP"	
<p><i>How to Organize A Setting:</i> Give the person something to do that is a bit too hard for him/her. Say "let me know if you need someone to do something. Maybe you'll need help." Wait and re-prompt as necessary. As a final prompt, say "You need help. Ask for help."</p>	
<p><i>Teaching Opportunities To Try:</i></p>	
<ul style="list-style-type: none"> • help getting dressed • help with the dishes • help reaching something • help with a difficult job • help looking up a phone number • help carrying a load of things 	<ul style="list-style-type: none"> • help at the bank with my check • help working the microwave • help repairing something broken • help with the computer • help with a vending machine • help opening up a box

TEACHING HOW TO ASK FOR "A DRINK"	
<p><i>How to Organize A Setting:</i> This task is a variation on asking for "more" or "what you have" however, this task focuses specifically on asking for a drink and allows the person to name the specific drink that he/she wants. After the person says "I want a drink," help him/her go to the Drink Page and name the specific drink he/she wants. Make sure you have customized this page to include favorite drinks.</p>	
<p><i>Teaching Opportunities To Try:</i></p>	
<ul style="list-style-type: none"> • getting a specific drink at meal time • getting a specific drink from a drink case at a convenience store • getting a specific drink at the movies 	<ul style="list-style-type: none"> • getting a specific drink at snack time • sending the person to get a specific drink for you • getting a specific drink from a vending machine

TEACHING HOW TO ASK FOR "A SNACK"	
<p><i>How to Organize A Setting:</i> This task is a variation on asking for "more" or "what you have" however, this task focuses specifically on asking for a snack and allows the person to name a favorite food or snack that he/she wants. After the person says "I want a snack," help him/her go to the Favorite Foods Page and name the specific snack he/she wants. Make sure you have customized this page to include favorite foods and snacks.</p>	
<p><i>Teaching Opportunities To Try:</i></p>	
<ul style="list-style-type: none"> • getting a snack while watching TV • getting a snack at break time • getting a snack on a road trip • getting a snack after getting home from work 	<ul style="list-style-type: none"> • getting a snack at the movies • getting a snack at the park • getting a snack when sitting on the porch • getting a morning snack when in speech

2. Teaching "I don't want" + filler words

"any more"
"what you gave me"
"any help"
"to do it"
"to work"
"to talk"
"to go"
"to stop"

TEACHING HOW TO REJECT GETTING "ANY MORE"	
<i>How to Organize A Setting:</i> Find things the person doesn't like or gets tired of quickly. Give the person some and keep trying to give it to him/her after he/she shows signs that he/she has had enough (e.g., pushes it away, throws it, etc.) Prompt the person by saying "tell me if you don't want any more."	
Teaching Opportunities To Try:	
<ul style="list-style-type: none">any more juice at breakfast after finishing off a large glassany more coffee at break time after finishing off several cupsany more carrots at snack time when other people have switched to a different and better snackany more music at break time when it is NOT a favorite style of music	<ul style="list-style-type: none">any more water when watering the garden, when there is plenty of water in the soilany more glue when making a craft activity when the craft activity is finishedany more paper when the computer printer paper tray is fullanymore cards when dealing the cards for "Go Fish" and the person has all he/she can hold

TEACHING HOW TO REJECT "WHAT YOU GAVE ME"	
<i>How to Organize A Setting:</i> Give the person something he/she doesn't like or which is not the best of the choices provided. Prompt the person by saying "tell me if you don't want what I gave you."	
Teaching Opportunities To Try:	
<ul style="list-style-type: none">after getting a food the person doesn't likeafter getting a drink the person doesn't likeafter being given a magazine or book that is boring to the personafter getting a job to do that is not likedafter getting something ugly to wearafter being given the wrong cleaning item when cleaning his/her room	<ul style="list-style-type: none">after getting a perfume or after shave he/she doesn't likeafter getting something at a store that he/she already has or didn't wantafter being given the wrong ingredient in a cooking activityafter being given the wrong bedding when making the bedafter being given the wrong work supplies

TEACHING HOW TO REJECT GETTING "ANY HELP"	
<p><i>How to Organize A Setting:</i> This task works best when the person is not passive and instead likes to do things himself/herself. Without demeaning the person unnecessarily, accompany your actions with baby talk or other socially insulting behaviors to exaggerate your attempts to help them, and prompt the person to reject your help.</p>	
Teaching Opportunities To Try:	
<ul style="list-style-type: none"> • when reaching in and doing things on the computer for him/her • when reaching in and selecting a drink on the vending machine for him/her • when butting in and helping make a sandwich • when changing the TV channels for him/her • when asking him/her to run an errand for you • when trying to help him/her get dressed 	<ul style="list-style-type: none"> • when trying to help him/her eat a messy food • when giving commands on how to do a simple, everyday task • when talking for him/her • when telling how to play a game • when asking him/her to put something away for you • when trying to help him/her open a can of pop

TEACHING HOW TO REJECT "TO DO IT"	
<p><i>How to Organize A Setting:</i> This task is a general rejection of a variety of action. For example, “I don’t want to do it” could mean “I don’t want to help,” “I don’t want to go,” “I don’t want to work,” or “I don’t want to do whatever you just asked me to do!”</p> <p>Give the person a directive to do something, choosing a task that the person has a choice to do or not to do. Avoid using activities that MUST be done and must be done NOW. Rather, give the person choices, directing him/her to do the least preferred choice. For example, say “You could wash the dishes or dry the dishes. I want you do wash the dishes.” Encourage the person to say “I don’t want to do it.”</p> <p>Or give the person a simple directive to do something that could be done, but doesn’t have to be done by that person or right away. Many individuals have never exercised their right to say “no” to an authority figure in a socially appropriate way. Emphasize that it is ok to say he/she doesn’t want to do something.</p>	
Teaching Opportunities To Try:	
<ul style="list-style-type: none"> • provide a choice between washing or drying dishes • provide a choice between sweeping or dusting the room • provide a choice between computer games or board games • provide a choice between going outside or staying in to watch TV 	<ul style="list-style-type: none"> • provide a choice between wiping off the table or putting away the leftover food • provide a choice between pulling weeds in the garden or raking the lawn • ask the person to go get something for you that you can easily get yourself • ask the person to do something that the person knows is wrong

TEACHING HOW TO REJECT "WORKING"	
<p><i>How to Organize A Setting:</i> This task is a more specific version of saying “I don’t want to do it.” Instead, the person will specifically say “I don’t want to work.” Direct the person to do a work task. Initially, select times and work tasks where it is ok to say “no” to working. Eventually, the person will need to learn the it is ok to say “no,” but that sometimes you still have to do your work.</p>	
Teaching Opportunities To Try:	
<ul style="list-style-type: none"> • when everyone else has gone on break • when everyone else is watching TV • when everyone else is outside playing 	<ul style="list-style-type: none"> • early on a Saturday or Sunday morning • when everyone else is going to the mall • late in the evening before bed

TEACHING HOW TO REJECTING "TALKING"	
<p><i>How to Organize A Setting:</i> This task is a more specific version of saying “I don’t want to do it.” Instead, the person will specifically say “I don’t want to talk” for those times when he/she wants to be quiet and left alone. Look for those times when the person is ready for those alone and quiet times we all need.</p>	
Teaching Opportunities To Try:	
<ul style="list-style-type: none"> • at night when he/she is watching a favorite TV show • when the person is mad at someone and not ready to talk to him/her • when the person is busy with work and not ready to go to speech time 	<ul style="list-style-type: none"> • when he/she is listening to music • when someone is on the phone the person doesn’t like to talk to • when the person is tired and wants to lay down and rest

TEACHING HOW TO REJECT "GOING"	
<p><i>How to Organize A Setting:</i> This task is a more specific version of saying “I don’t want to do it.” Instead, the person will specifically say “I don’t want to go” for those times when he/she doesn’t want to go somewhere. Look for times when the person doesn’t not have to go someplace. However, the person needs to learn that saying “I don’t want to go” can’t always get him/her out of going somewhere. Prompt by saying “It’s time to go now.”</p>	
Teaching Opportunities To Try:	
<ul style="list-style-type: none"> • when it is time to go to the dentist • when everyone is going out for the day • when it’s time to leave a party 	<ul style="list-style-type: none"> • when it is time to leave a fun place and go home • when it is time to go to work after a break • when it is time for bed and he/she is not tired

TEACHING HOW TO REJECT "STOPPING"

How to Organize A Setting: This task is a more specific version of saying “I don’t want to do it.” Instead, the person will specifically say “I don’t want to stop” for those times when he/she doesn’t want to stop doing something. However, the person will also need to learn that saying “I don’t want to stop” can’t always keep him/her doing fun things when it is time to stop. Prompt the person by saying “It is time to stop.”

Teaching Opportunities To Try:

- | | |
|--|--|
| <ul style="list-style-type: none">• when it is time to stop playing on the computer• when it is time to stop eating• when it is time to stop shopping• when it is time to stop watching a movie• when it is time to stop working in the garden | <ul style="list-style-type: none">• when it is time to stop watching TV• when it is time to stop playing ball• when it is time to stop taking a break• when it is time to stop reading books together• when it is time to stop playing cards |
|--|--|

3. Teaching "I want to" + filler words

“get something”
“help”
“get a drink”
“get something to eat”
“relax or play”
“work”
“take a break”
“talk to or call someone”
“go”
“stop”

TEACHING HOW TO SAY YOU WANT “TO GET SOMETHING”	
<p>How to Organize A Setting: Teaching the sentence “I want to get something” works best when the things the person might want are NOT in the same place or area in which you are doing the training. Or, it can also be applied when the person is wanting to buy something at a store. Watch for times when the person is itching to get up and go get something and prompt him/her to use “I want to get something.”</p>	
<i>Teaching Opportunities To Try:</i>	
<ul style="list-style-type: none">• getting a present for someone• getting something you forgot in your room• when food is laid out at a meeting• when you have intentionally left a favorite object behind	<ul style="list-style-type: none">• getting something at the canteen or store• getting a snack at the food court• when someone is selling something as a fund raiser• when free things are being given out at the store

TEACHING HOW TO SAY YOU WANT “TO HELP” SOMEONE	
<p><i>How to Organize A Setting:</i> Many individuals with disabilities have a need to be needed and enjoy lending help to other people. Look for tasks in which the person can lend a hand. Prompt the person by saying “I could really use some help.”</p>	
<i>Teaching Opportunities To Try:</i>	
<ul style="list-style-type: none">• set up peer coaching/mentoring opportunities• make pizza and say you need help• have papers that need to be delivered to the secretary• have things the need to be photocopied or hole punched	<ul style="list-style-type: none">• wrap presents and say you need help• have treats that need to be handed out• help with gardening• help folding clothes• help setting the table

TEACHING HOW TO SAY YOU WANT “TO GET A DRINK” OR “SOMETHING TO EAT”

How to Organize A Setting: Asking to drink or eat are more variations on asking for “more” or for a specific food or drink. Use the same types of opportunities and prompts to encourage the use of this language.

Teaching Opportunities To Try:

- | | |
|--|---|
| <ul style="list-style-type: none"> • to go get a drink/food when sitting down watching TV • to go get a drink/food when working in the yard • to get a drink/food at a party • to get drink/food when hungry working | <ul style="list-style-type: none"> • to go get a drink/food when shopping at the mall • to go get a drink/food when at a ball game or other community event • to buy a drink/food at the grocery store • to get something for someone else to eat/drink |
|--|---|

TEACHING HOW TO SAY YOU WANT TO “RELAX,” “WORK,” “TAKE A BREAK,” “TALK/CALL,” “GO,” OR “STOP”

How to Organize A Setting: Each of these requests for a specific action are taught during those times when it is appropriate to request that action. Many of these requests are interchangeable. For example, after working for an hour, the person could say “I want to relax/play,” or “I want to take a break,” or “I want to stop.” Each would be appropriate. Prompt a request for action by saying “What do you want to do?”

Teaching Opportunities To Try:

- | | |
|---|---|
| <ul style="list-style-type: none"> • request to join in a game with other people (relax) • request to relax at the end of a busy day (relax) • request to go along to the mall with friends (go) • request to go home from work when feeling ill (go) • request to work on a project with you (work) • request to work vs. stay in speech (work, talk/call) | <ul style="list-style-type: none"> • request to stop playing a game (stop) • request to stop work or take a break (stop, take a break) • request to work in speech or talk to you (talk/call) • request to call someone on the phone (talk/call) • request to stop or take a break from working on a computer game (stop/take a break) |
|---|---|

4. Teaching "I feel" + filler words

happy
frustrated
confused
relaxed
bored
sad

TEACHING HOW TO EXPRESS POSITIVE EMOTIONS	
<i>How to Organize A Setting:</i> Role play and talk about situations which result in positive emotions. Look for those times when the person is looking happy and ask him/her how he/she is feeling. Ask “how are you feeling today?” or “how did you feel when that happened?” or “how were you feeling then?”	
<i>Teaching Opportunities To Try:</i>	
<ul style="list-style-type: none">• look at photo albums of past, happy events• ask about a recent visit from the person’s family	<ul style="list-style-type: none">• talk about being with a girlfriend/boyfriend• talk about doing a good job

TEACHING HOW TO EXPRESS NEGATIVE EMOTIONS	
<i>How to Organize A Setting:</i> Role play and talk about situations which result in negative emotions. Look for those times when the person is looking sad, frustrated, confused, etc. and ask him/her how he/she is feeling. Ask “how are you feeling today?” or “how did you feel when that happened?” or “how were you feeling then?”	
<i>Teaching Opportunities To Try:</i>	
<ul style="list-style-type: none">• when the person can’t do something (frustrated)• when a job is very tiresome (bored)• when there is no work in the workshop (bored, frustrated)• when the person has had a fight with a friend (sad, confused, frustrated)	<ul style="list-style-type: none">• when someone the person loves is sick (sad, confused, frustrated)• when the person has had a big disappointment (sad)• after someone has said “no” to something (sad, confused, frustrated)• after saying “no” to something else they asked you to do

5. Teaching "I want to ask a question" + filler words or phrases

who
 what
 what's happening
 why
 how
 where
 when
 how many
 how much

TEACHING HOW TO ASK QUESTIONS	
<p><i>How to Organize A Setting:</i> To teach a person to ask questions requires the withholding and gradual revealing of information. The individual must also have a certain degree of curiosity and interest in the affairs of other people, which may not always be present. Ask the person a question and prompt him/her to ask you, (e.g., "Where does your family live? Now find out about my family.") You will often need to make a game of things, hiding objects or looking at maps, or covering up the faces of people.</p> <p>Because the person does not have a lot of words to expand the details of the question, it is appropriate to ask clarifying yes/no question (e.g., "when you said 'where,' are you asking me 'where does my family live'?").</p>	
Teaching Opportunities To Try:	
<ul style="list-style-type: none"> promise to do something special, but don't give too much information ("I am going to take you shopping."); write a reminder note with BLANKS to fill in with the time and place words look up favorite shows in the newspaper or TV Guide® and answer "when" the show is on, "what is happening" on the next episode, etc. talk about a favorite TV show talk about a present received (what is it, who gave it, etc.) talk about a volunteer job available in the community 	<ul style="list-style-type: none"> talk about something wonderful that happened in your life. write a story about what happened to someone, listing all the questions to be answered check out a variety of items to buy at the store and talk about their costs (how much) talk about your families (how many brothers/sister, where do they live, when did you last see them) mention how you feel that day (why) mention about a friend visiting you (who)

6. Teaching "Hey there" + social sentences

"You look nice today."

"I have something to show you."

"What have you been doing?"

"I need you to do something for me."

"How are you?"

"Where have you been?"

"I haven't seen you for a while."

TEACHING HOW TO SOCIALLY CHIT CHAT

How to Organize A Setting: Individuals with disabilities often parrot the social sentences said by the people around them. The sentences on this page should be customized to reflect the social patterns of the person's friends and family. The sentences selected allow the person to compliment another person, ask questions, make some comments, and direct the action of the other person.

Teaching Opportunities To Try:

- | | |
|---|--|
| <ul style="list-style-type: none">• compliment everyone you meet over a 15 minute period• when the person has something special with him/her (e.g., family photo), have him/her announce that he/she wants to show it to everyone he/she meets over a 15 minute period• with people the person doesn't see all the time, encourage him/her to make the appropriate comments and ask the appropriate questions | <ul style="list-style-type: none">• chat with each therapist or vendor who visits the building• chat with the familiar clerk at the store• chat with the familiar waitress at the local restaurant• chat with the familiar secretary• chat with the familiar van driver• chat with the familiar nurse |
|---|--|

7. Teaching "Let me tell you when" + time words

"Monday - Sunday"

"today"

"yesterday"

"tomorrow"

"January - December"

TEACHING HOW TO SAY DAYS OF THE WEEK	
<i>How to Organize A Setting:</i> Use a calendar and go through the days of the week. Talk about what happens on each day of the week. Use the prompt "Tell me when" and point at a clock or watch to develop the idea of time. Ask many "when" questions that can be asked with a day of the week word.	
<i>Teaching Opportunities To Try:</i>	
<ul style="list-style-type: none">• create a weekly agenda, listing what is done on which days of the week• make a "TO DO" list, specifying which days certain things need to be done• review a journal, discussing which days certain things happened	<ul style="list-style-type: none">• go through the newspaper and find the day that something important happened or will happen (e.g., election = on Tuesday, shuttle launch = on Friday, etc.)• every day, discuss what day of the week it is

TEACHING HOW TO SAY "TODAY," "YESTERDAY," AND "TOMORROW"	
<i>How to Organize A Setting:</i> Use a calendar and mark TODAY, YESTERDAY, and TOMORROW. Throughout the day, talk about when certain things happened or will happen. As often as possible, ask the person "when" questions that can be answered with "today," "yesterday," or "tomorrow."	
<i>Teaching Opportunities To Try:</i>	
<ul style="list-style-type: none">• make a daily agenda listing what is going to happen today• make a "TO DO" list of what needs to be done today vs. tomorrow	<ul style="list-style-type: none">• keep a journal of what happens and review it, discussing the idea of yesterday and today• make a timeline of what happened yesterday, is happening today, and will happen tomorrow

TEACHING HOW TO SAY MONTHS OF THE YEAR	
<i>How to Organize A Setting:</i> Use a calendar to go through the months. As often as possible, ask the person "when" questions that can be answered with a month of the year word.	
<i>Teaching Opportunities To Try:</i>	
<ul style="list-style-type: none">• talk about when special things happened in the person's life (baby's born, parents visited, etc.)• talk about upcoming events and when they will happen (e.g., camp, Christmas, Halloween, etc.)	<ul style="list-style-type: none">• go through a yearly day timer and write down what is going to happen in each month (e.g., annual meeting, SLP on vacation, etc.)• every day, discuss which month it is

Teaching the Category Words

The majority of the words in each of the categories is a name of a person, place, or thing. The association between the picture used and the name of the person, place, or thing is relatively direct. The person is not likely to have a conversation with just the words that are on any of the category pages. Rather, these words are provided so the person can give specific information.

To use the category words, the person needs to do three things:

- Select the picture for the Category page from the General Talking page;
- Select the picture for the category of words he/she wants from the Category page; and
- Select a specific word from the category the person selected.

The ability to put things into groups, or categories, is a task that is often worked on with individuals with disabilities. In school and at job sites, the person will likely have experience sorting and grouping things together. These tasks are often based on a visual similarity (e.g., color, shape) or a function (e.g., spoons, knives, forks).

If the person is weak in categorization skills, work on sorting of the specific words into the various appropriate categories. Make a copy of each of the pages, cut the pictures apart, and sort them into appropriate groups. Make a copy of the Category Page and have the person place the correct picture for the category with each of the groups of pictures.

1. Teaching the category of Personal Things

The category of personal things is associated with the picture that represents “self” or “I.” Prompt by saying, “Find the picture the means yourself. It is always used to talk about things that belong to you.” Add and/or remove words from this page that reflect the person’s personal things about which he/she needs to communicate.

2. Teaching the category of Family

The pictures for the family words are general pictures. Following the guidelines in the manual, digital photographs can be imported into the device and used to replace the general pictures used. If digital pictures are not available, teach this category by pairing the photograph of the person with a flashcard of the picture used. Of course, add pictures for other important family members.

3. Teaching the category of other People

The pictures for the people are general pictures. Following the guidelines in the manual, digital photographs can be imported into the device and used to replace the general pictures

used. If digital pictures are not available, teach this category by pairing the photograph of the person with a flashcard of the picture used. Of course, add pictures for other important people in the person's life.

4. Teaching the category of Drinks

Pair each of the drinks on this page with the real drink, a facsimile, or a picture of the drink. Add and remove drink words to match the person's preferences.

5. Teaching the category of Favorite Foods

Pair each of the drinks on this page with the real food, a facsimile, or a picture of the food. Add and remove food words to match the person's preferences.

6. Teaching the category of Leisure

There is less of a 1:1 association of these leisure activity words than there is on some of the other pages that have specific objects on the page. Collect things used in these leisure activities or use photographs. Pair the objects/photographs with the pictures of activities used in VocabPC. As always, customize this page by adding and/or removing words. This page also navigates to the Game/Cards Activity page. You will want to train these 2 pages simultaneously.

7. Teaching the category of Places

There is less of a 1:1 association of these place words than there is on some of the other pages that have specific objects on the page. Collect things used in these places or use photographs. Pair the objects/photographs with the pictures of places used in VocabPC. As always, customize this page by adding and/or removing words.

8. Teaching the category of Health

Pair each of the objects/people/places on this page with the real thing, a facsimile, or a picture. Add and remove health related words to match the person's health needs. Remember, the person may want to talk about health needs of other people and some of these words, while they don't apply to the person, may apply to other people important to him/her.

9. Teaching the category of Money

Use real money and pair the picture of the money with the actual coin, bill, credit card, check, etc. This page also navigates to/from the Shopping Activity page. Train these 2 pages simultaneously.

Teaching the Activity Words and Sentences

The programming in the activities combines sentences, phrases, and single words. No sentence is a picture producer (Baker, 1994) and there is never a direct association between a sentence and a picture. Therefore, direct teaching is always required to learn the association between the picture and the sentence. One key concept from the sentence was selected as the idea represented with the picture. For example, in the Music activity, the sentence “Be quiet and let me listen,” “quiet” was chosen as the key idea, not “me” or “listen.”

To use the sentences, phrases, and words from each activity, the person does three things:

- Selects the picture for the Activity page from the General Talking page;
- Selects the picture for the activity he/she wants from the Activity page; and
- Selects a specific sentence, phrase, or word from the activity the person selected.

1. Teaching the Music Activity

- do a music appreciation lesson (I like this music vs. I don’t like this music)
- listen to sample music in music stores with the earphones (I want to use my earphones, I like this music, I don’t like this music, turn it up, turn it down)
- discuss what music to buy (CD, tape, rock & roll, country)
- listen to the radio together and ask for it to be turned up or turned down

2. Teaching the Cooking Activity

- do a simple cooking job together
- when cooking, create situations to ask for help (I need help with this)
- cook something to sell to other people (e.g., cookies, brownies)

3. Teaching the Game/Cards Activity

- play card and board games
- when playing, get your turns mixed up (my turn, your turn)
- when playing, obviously try to cheat (no cheating)
- when you are done playing, give the person the opportunity to ask to play again (let’s play again)

4. Teaching the Working Activity

- sit beside or near by the person when he/she is doing his/her job to prompt the sentences
- give the person only a little work to do (I need more work)
- give the person something too hard to do (Help me with this)

- give the person an awful job to do (I don't want to do this, When is break time, This is boring)
- talk about the payoff for working (How much money did I make)
- give the person special jobs to do for you

5. Teaching the Phoning Activity

- make phone calls to family members
- make phone calls to friends

6. Teaching the Traveling Activity

- teach the person to select "I want to" as the first item on this page
- teach the person to fill in the lead-in phrase with something from this page
- talk about summer vacation or holiday breaks
- talk about week-end plans

7. Teaching the Shopping Activity

- role play shopping, having the person buy things from you
- shop at the workshop, school, or residential center canteen
- shop at a corner store, preparing the clerk so he/she knows what to expect and do
- go to the mall to shop

Teaching Navigation

For the person to use VocabPC independently, he/she must understand how to move to and from the different pages of words. For some, this concept will be confusing and mystical. For others, it will be no problem. One way to help the person conceptualize this back and forth navigation is to make a manual communication book out of the pages in this manual. (This book can also serve as a back-up system.) Physically flip back and forth between the pages to learn the concept of going forward and backward through the pages. Add a tab(s) by the navigation key. Grab onto this tab to flip back and forth.

The key to navigate to the General Talking page has a different background so that it will stand out on the page. Point out this difference.

To make you manual communication book, you need to complete these tasks.

1. Copy each page of words.
2. Laminate the pages or put them in page protectors.
3. Place the pages in a ring binder, attach them with loose rings, or place them in a commercially available picture display.
4. Reinforce or emphasize the tabs by adding a spacer to the back of each tab or adding a short extension, like half a craft stick.

Pages

The following section of the manual shows each of the pages in VocabPC.

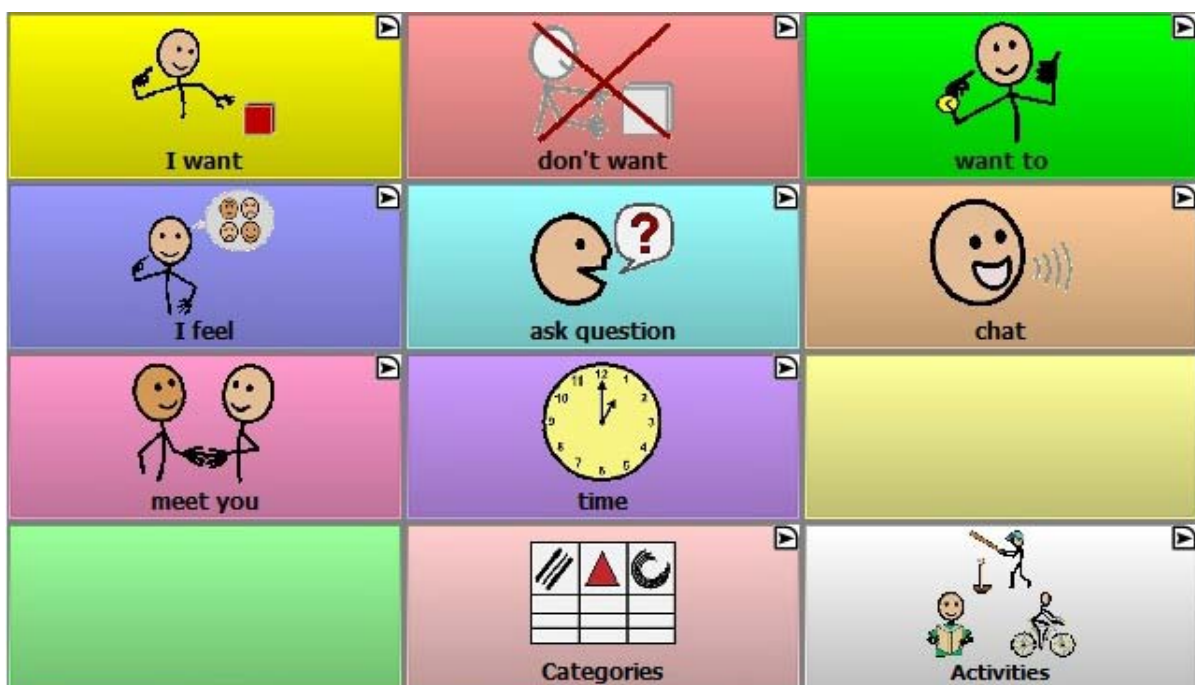
Use these pages:

1. to make a back-up manual communication board for the person to use when he/she can't use the device (e.g., at the beach, by the pool, etc.);
2. to talk to the person, providing him/her with a model of how to point and interact with the pictures and vocabulary; and
3. to help train the person on the pictures and the picture associations.

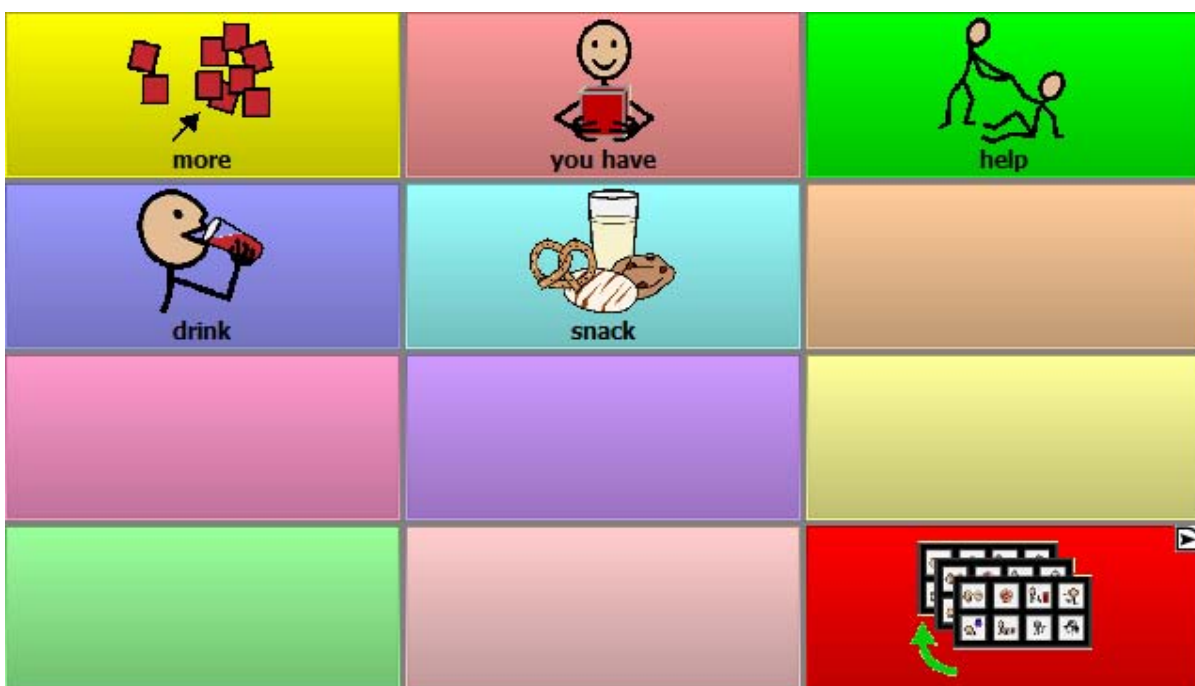
TO DO CHECKLIST:

	Add new vocabulary to each page. Write the vocabulary on the paper page and add the picture, if you can.
	Delete inappropriate vocabulary from each page and use liquid paper to "erase" the picture and words from the paper pages.
	Copy the pages.
	Laminate the pages or place them in plastic protectors.
	Put together a manual communication board or book for the person to use as a back-up system and for training purposes.
	Run off multiple copies of the blank page template.
	Put all the documentation in a three-ring binder.
	Make copies of the documentation for caregivers.

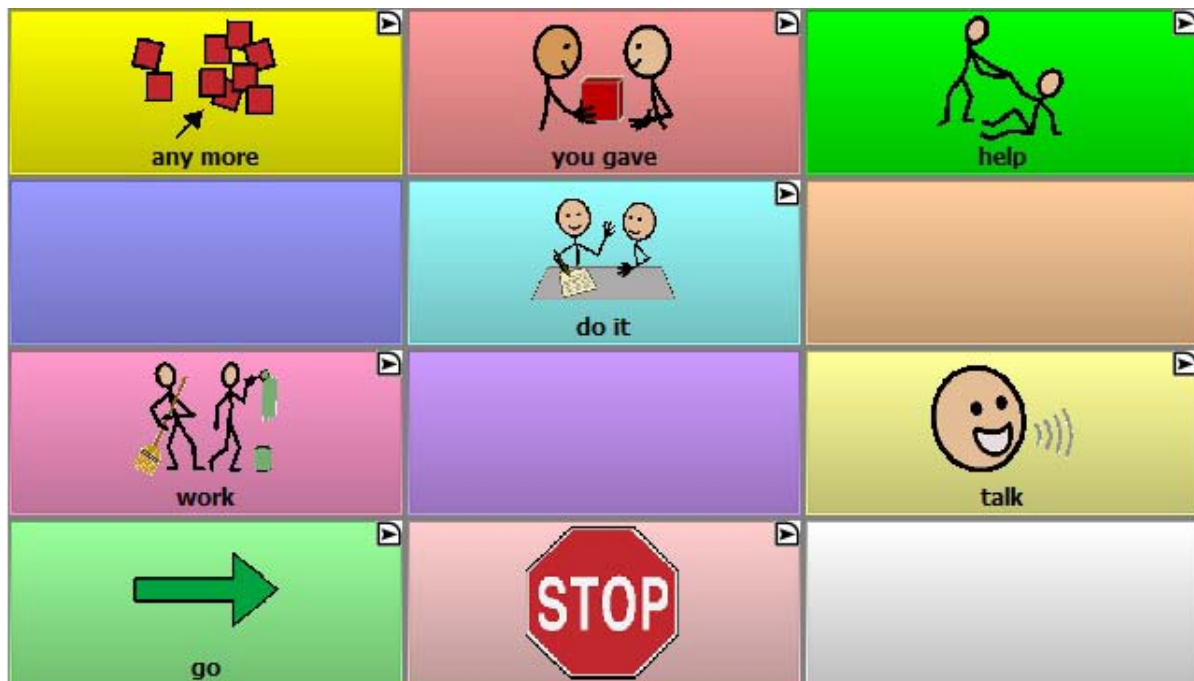
Page Name: General Talking



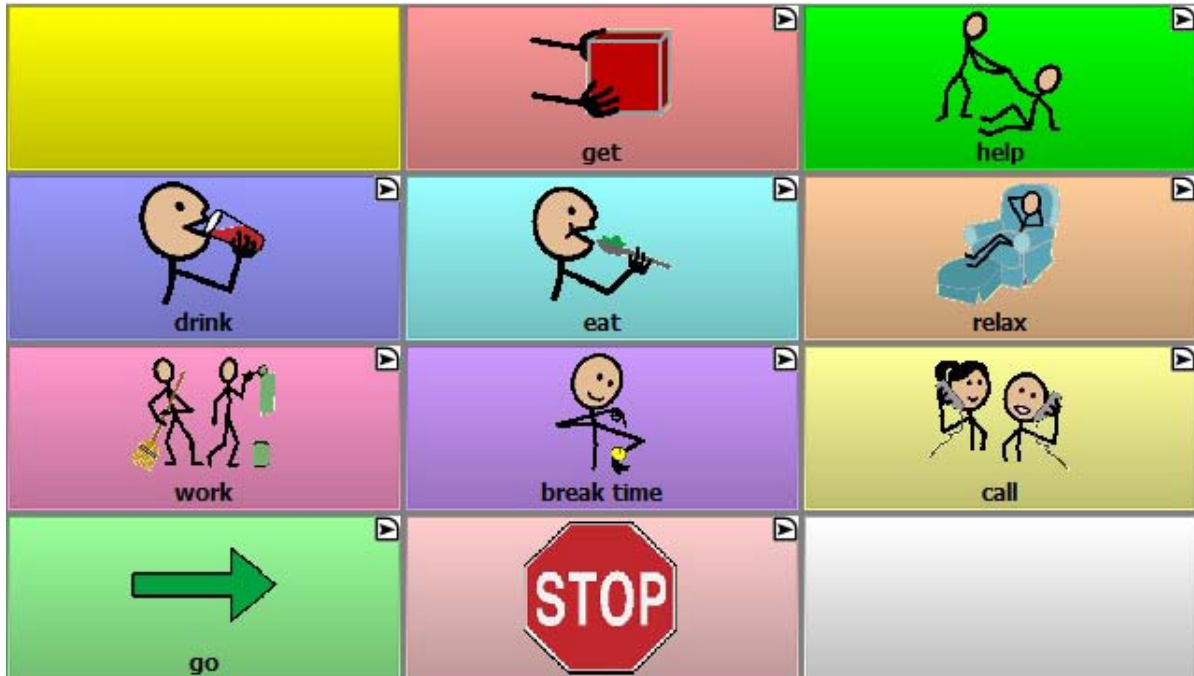
Page Name: I Want (requests)



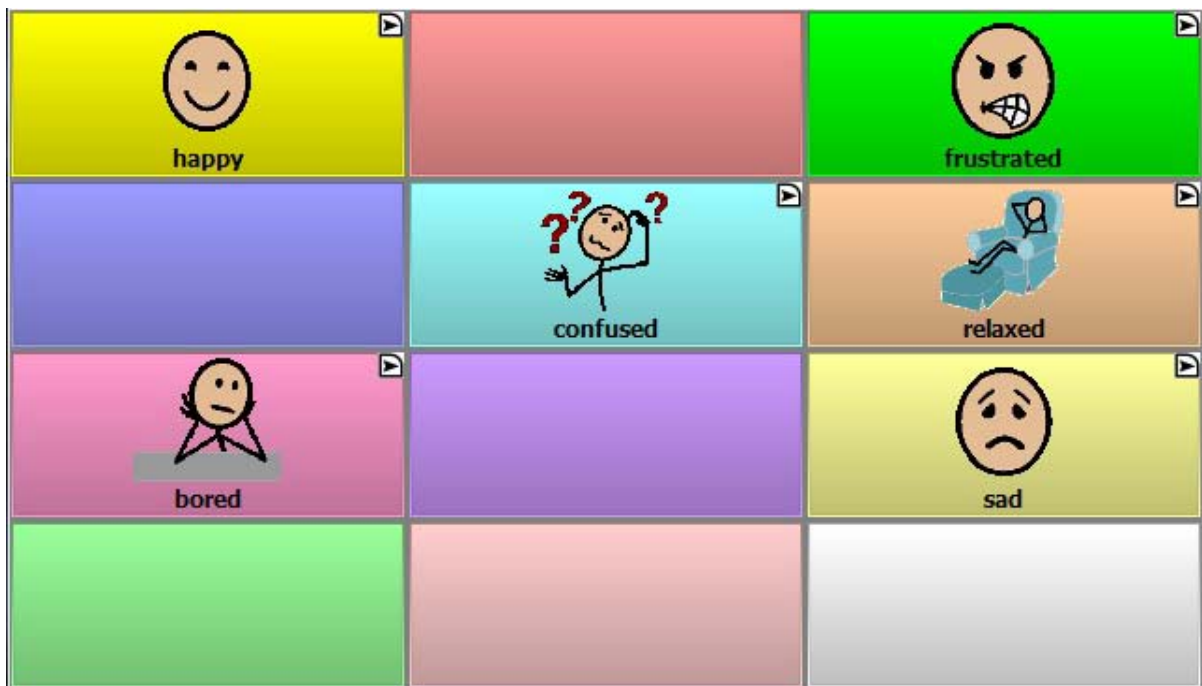
Page Name: Don't Want (reject)



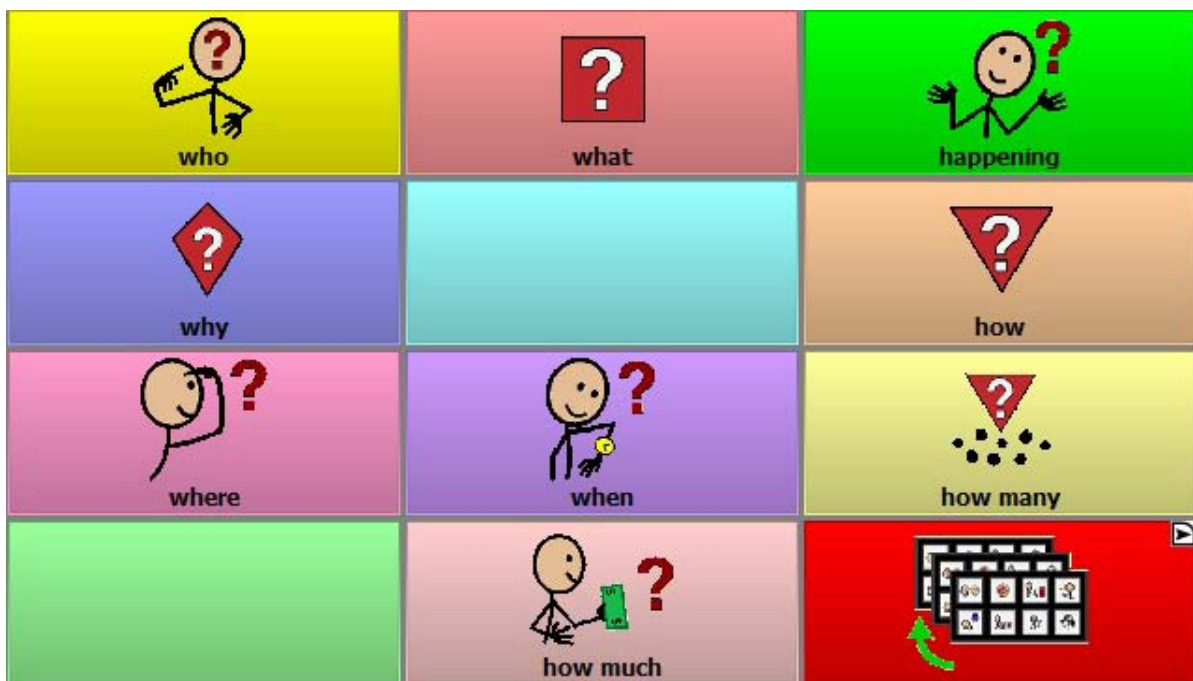
Page Name: I Want To (actions)



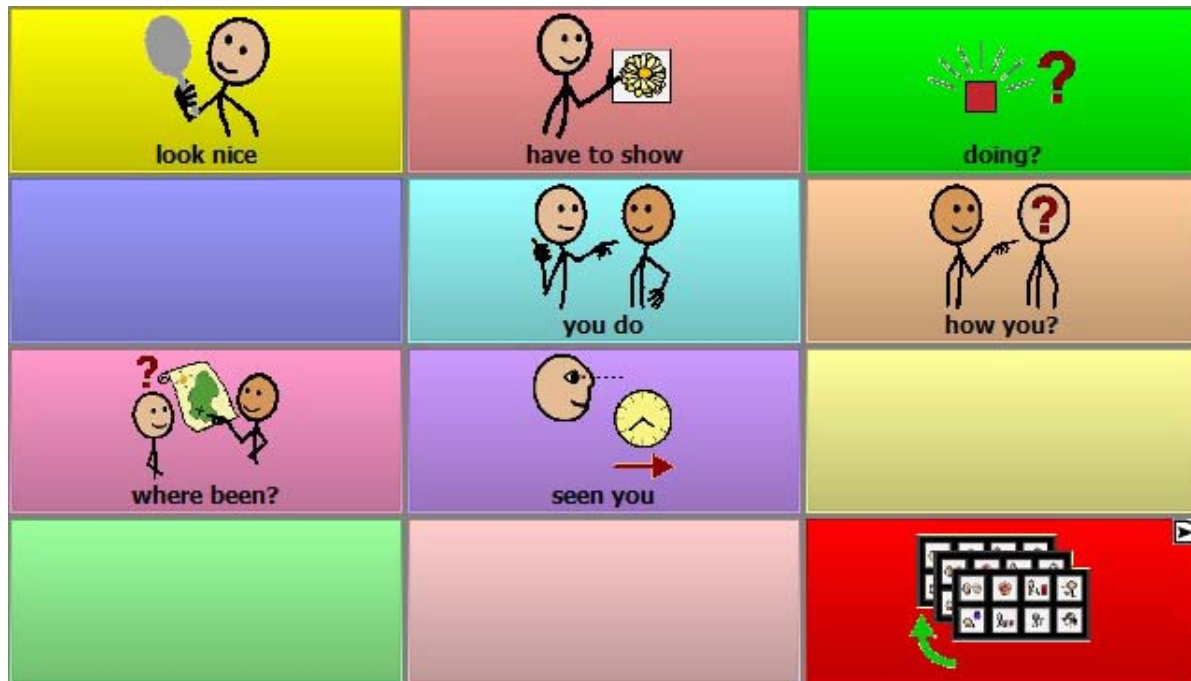
Page Name: Feelings



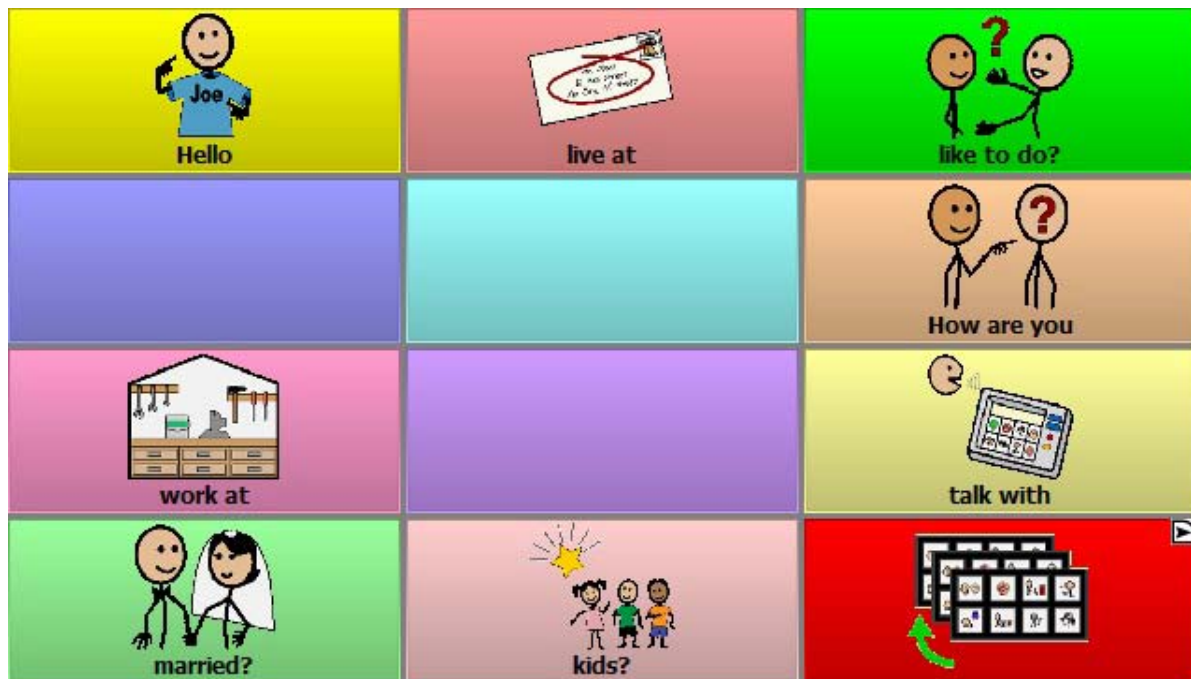
Page Name: Tell Me (questions)



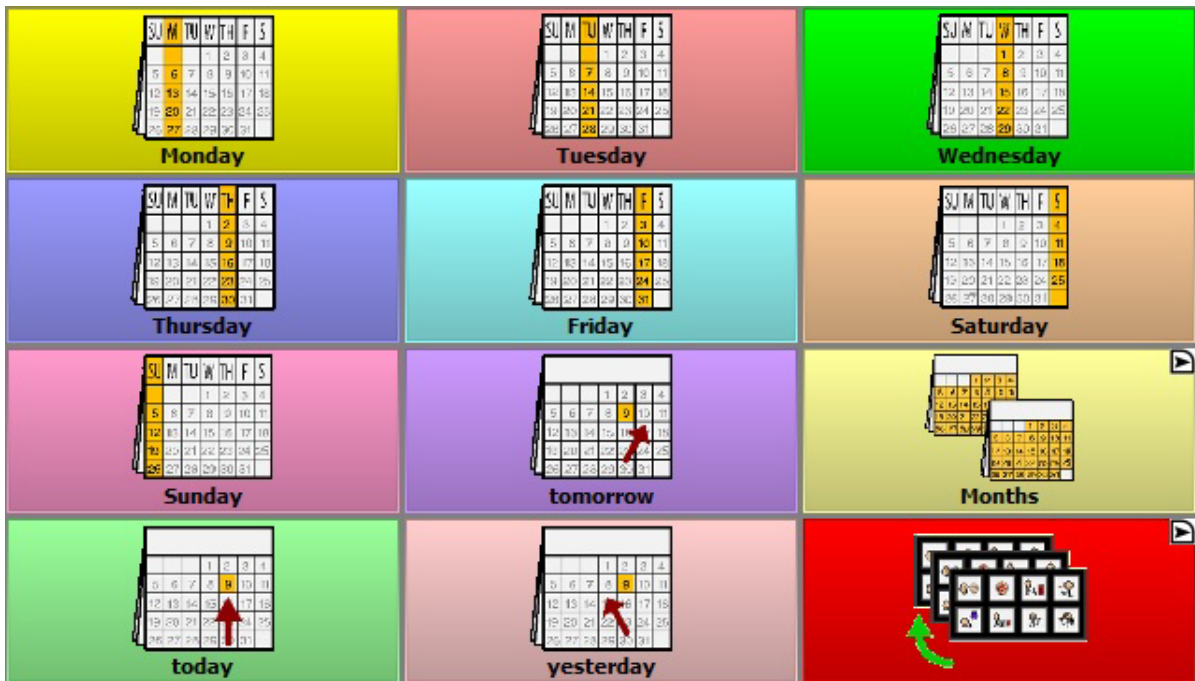
Page Name: Friendly Chit Chat



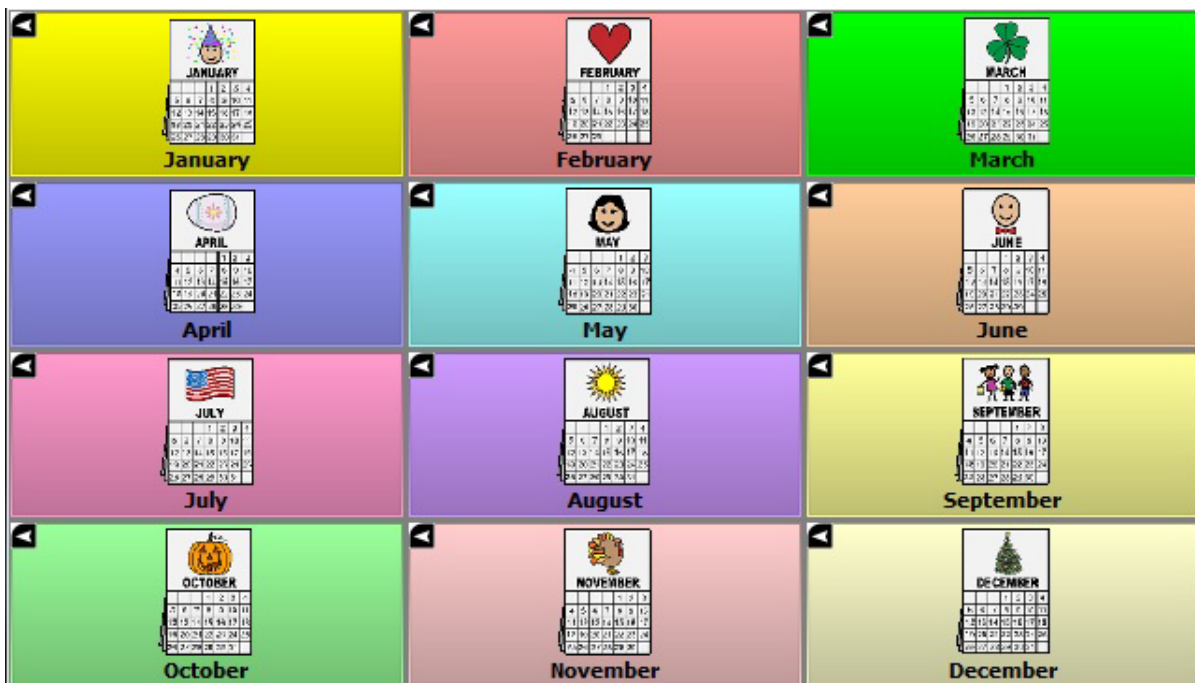
Page Name: Meeting New People



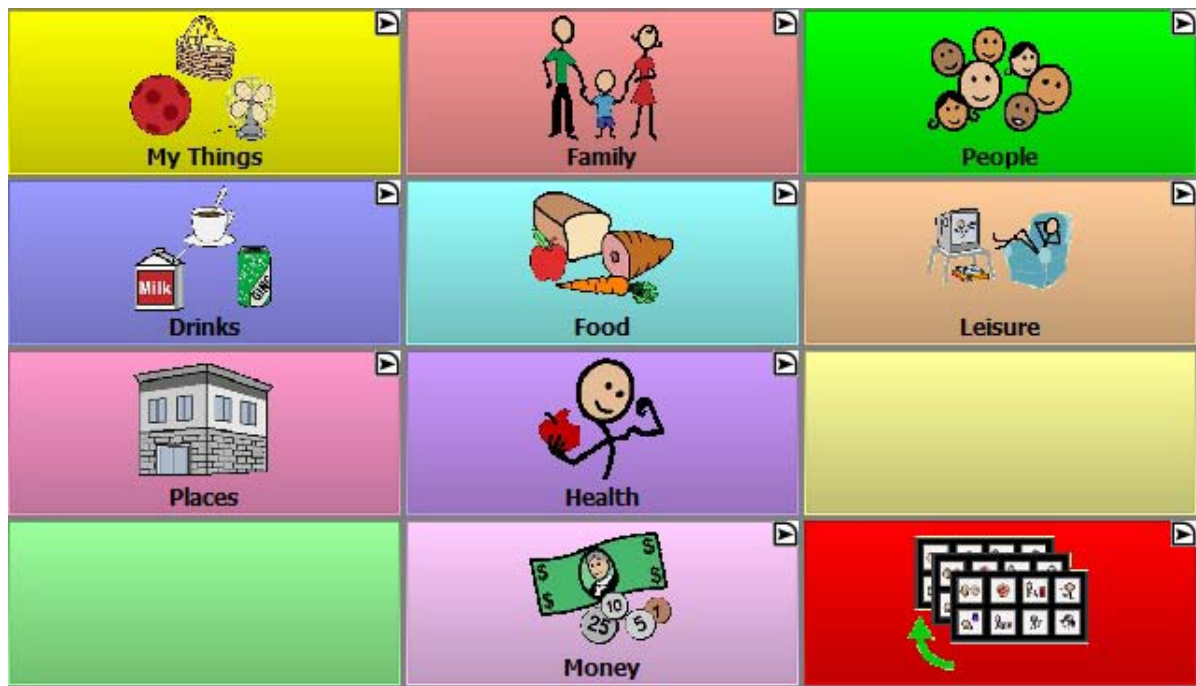
Page Name: Time



Page Name: Months



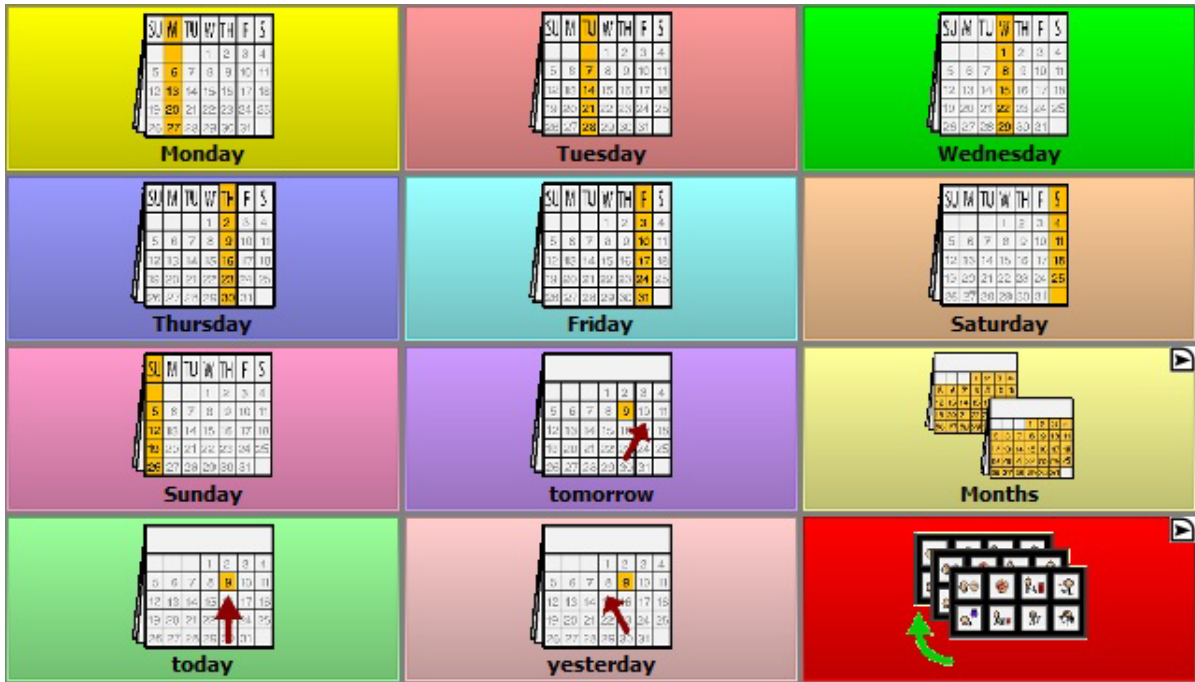
Page Name: Categories



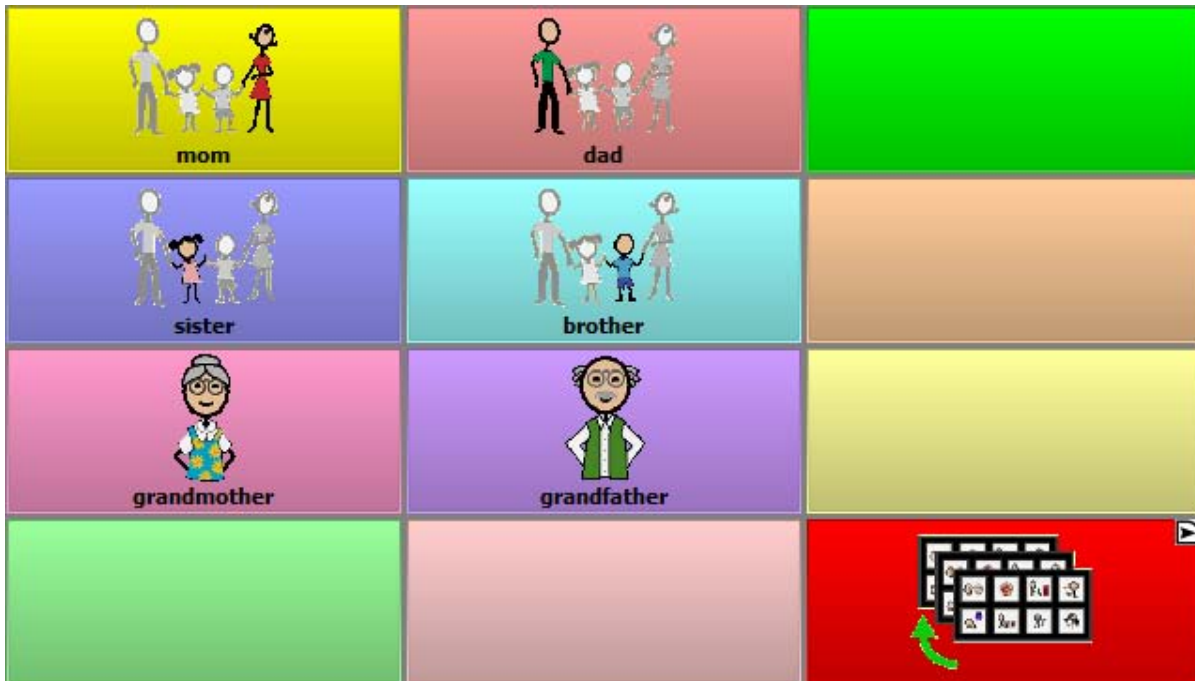
Page Name: Activities



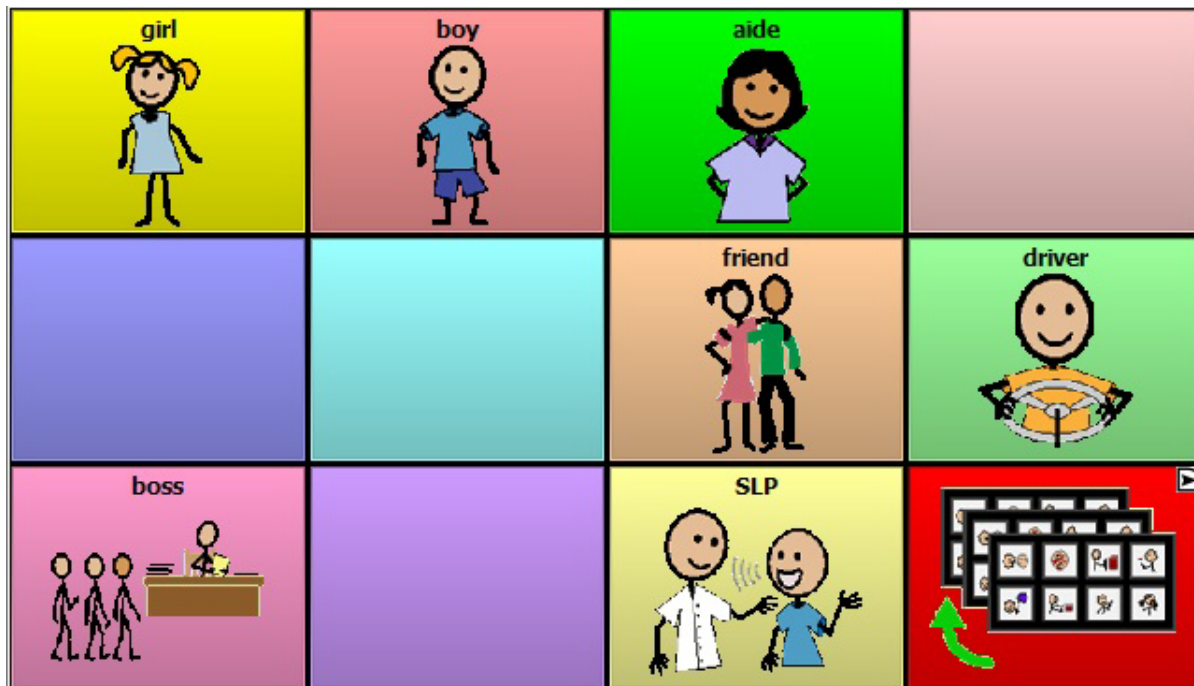
Page Name: My Things



Page Name: Family



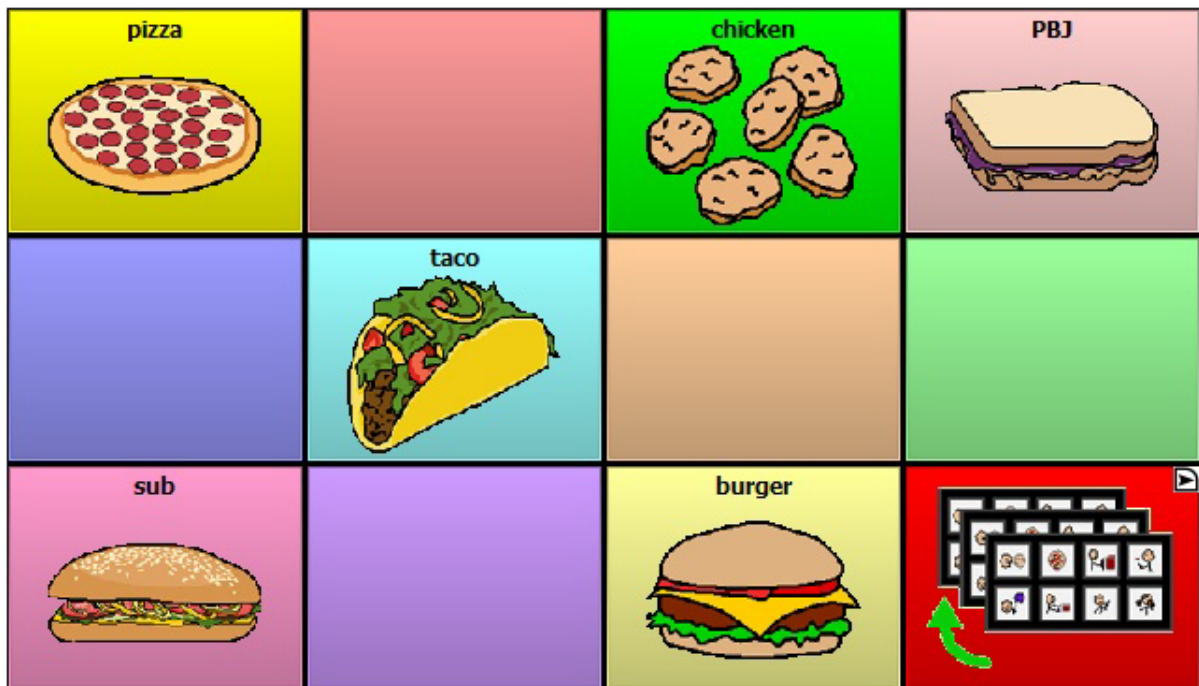
Page Name: People



Page Name: Drinks



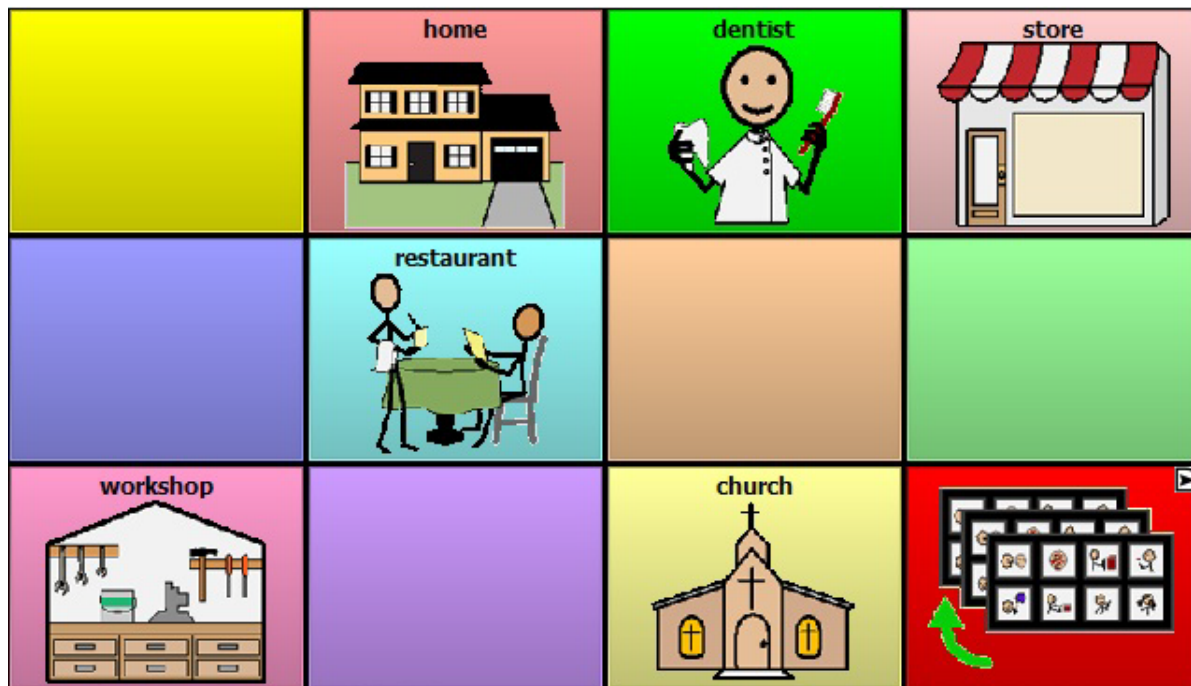
Page Name: Favorite Foods



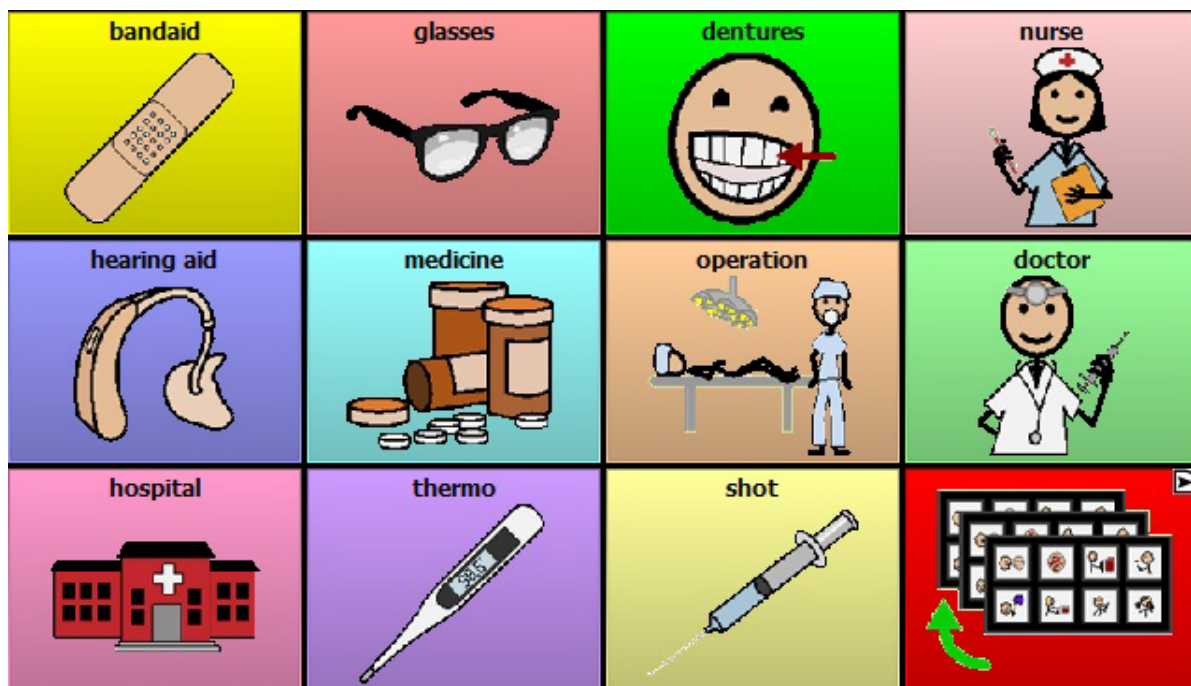
Page Name: Leisure



Page Name: Places



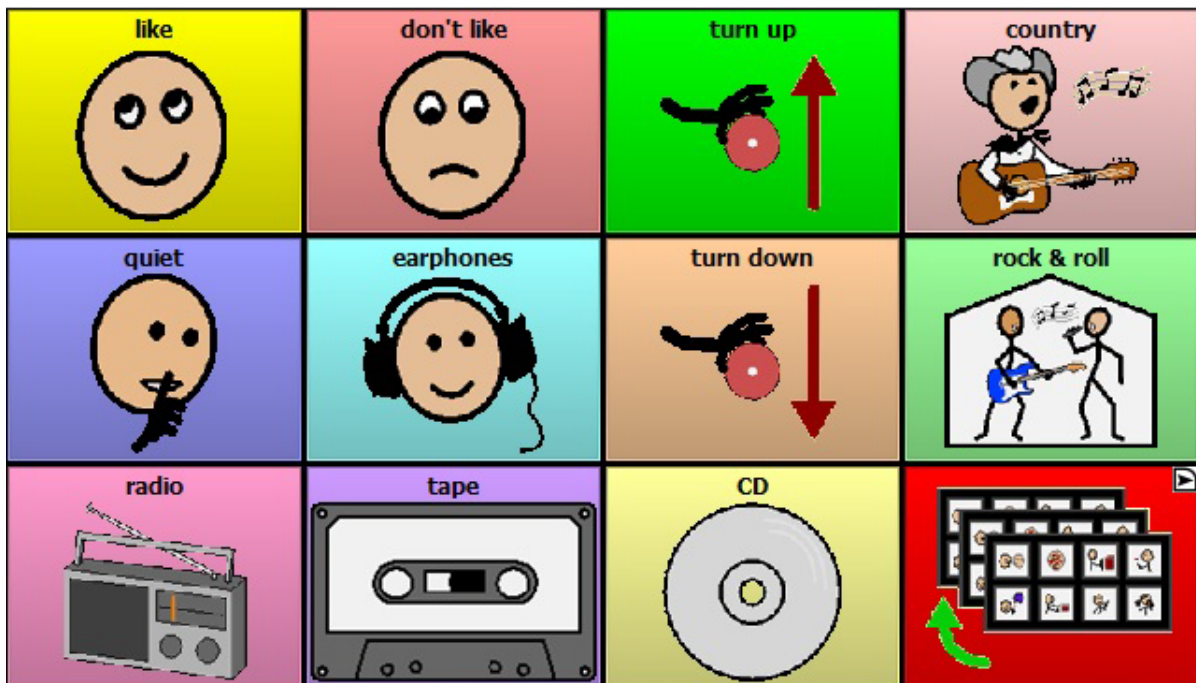
Page Name: Health



Page Name: Money



Page Name: Music



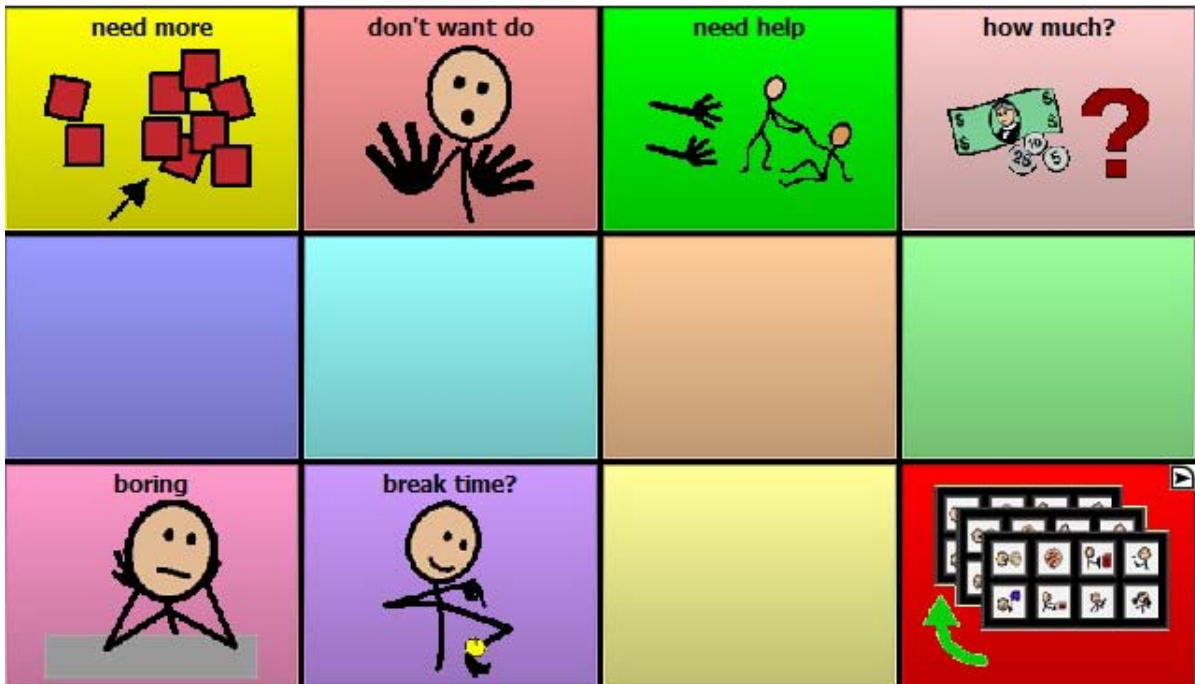
Page Name: *Cooking*



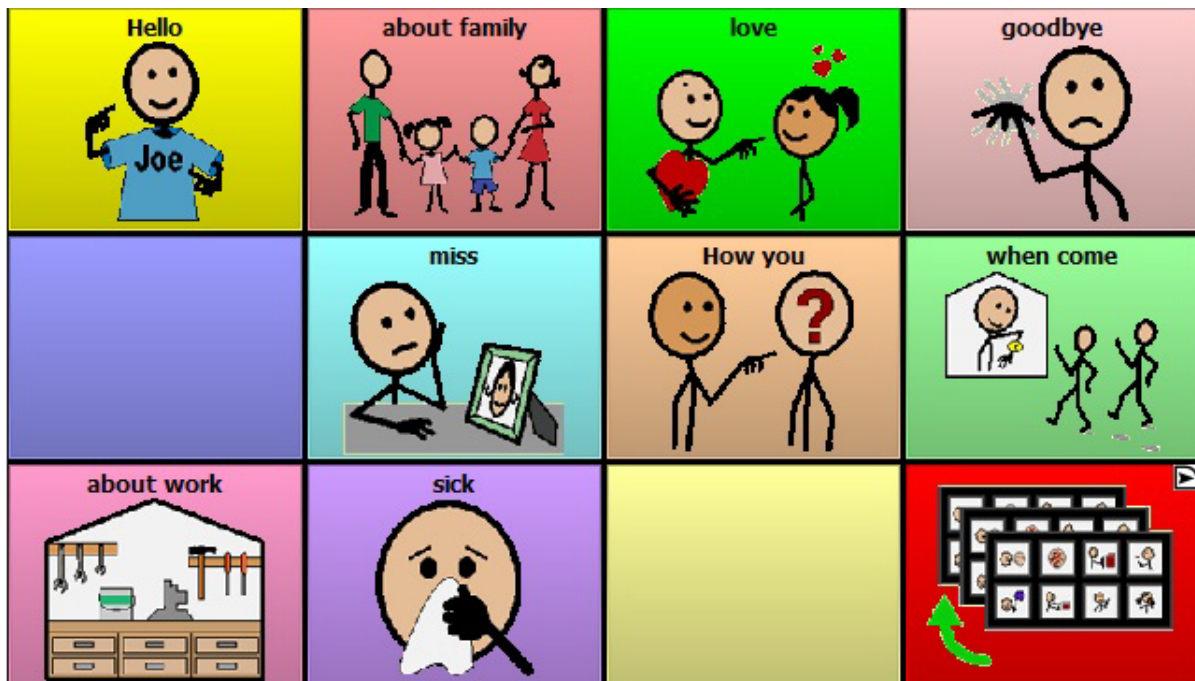
Page Name: *Game/Cards*



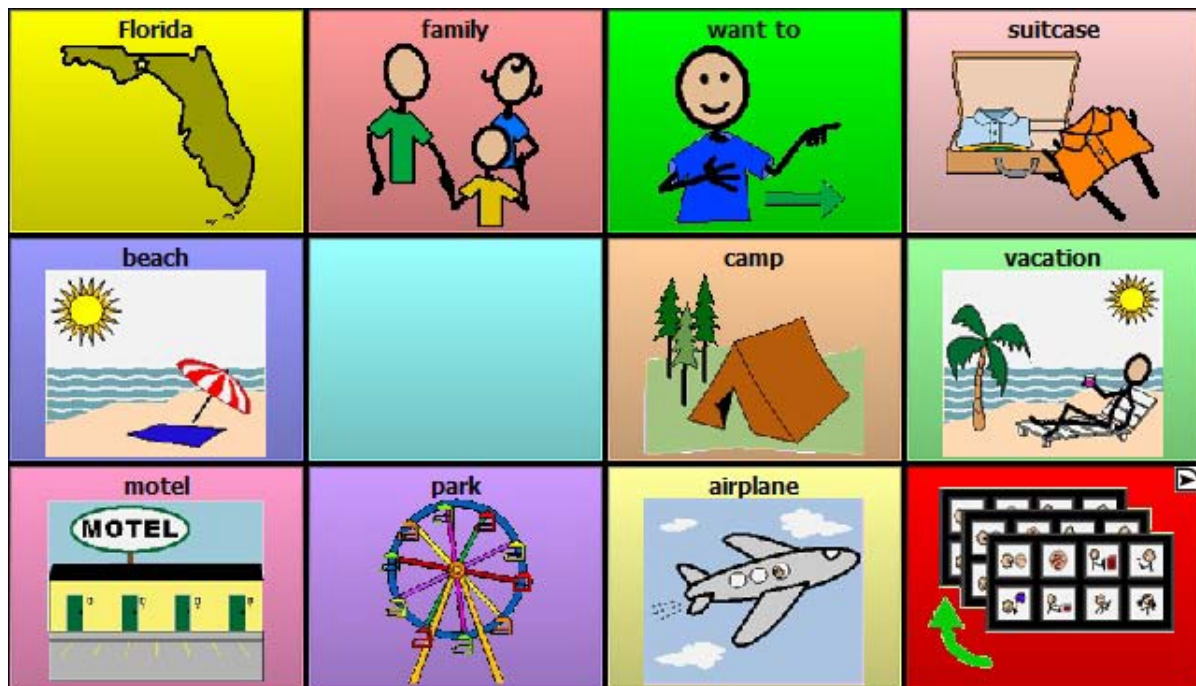
Page Name: Working



Page Name: Phoning

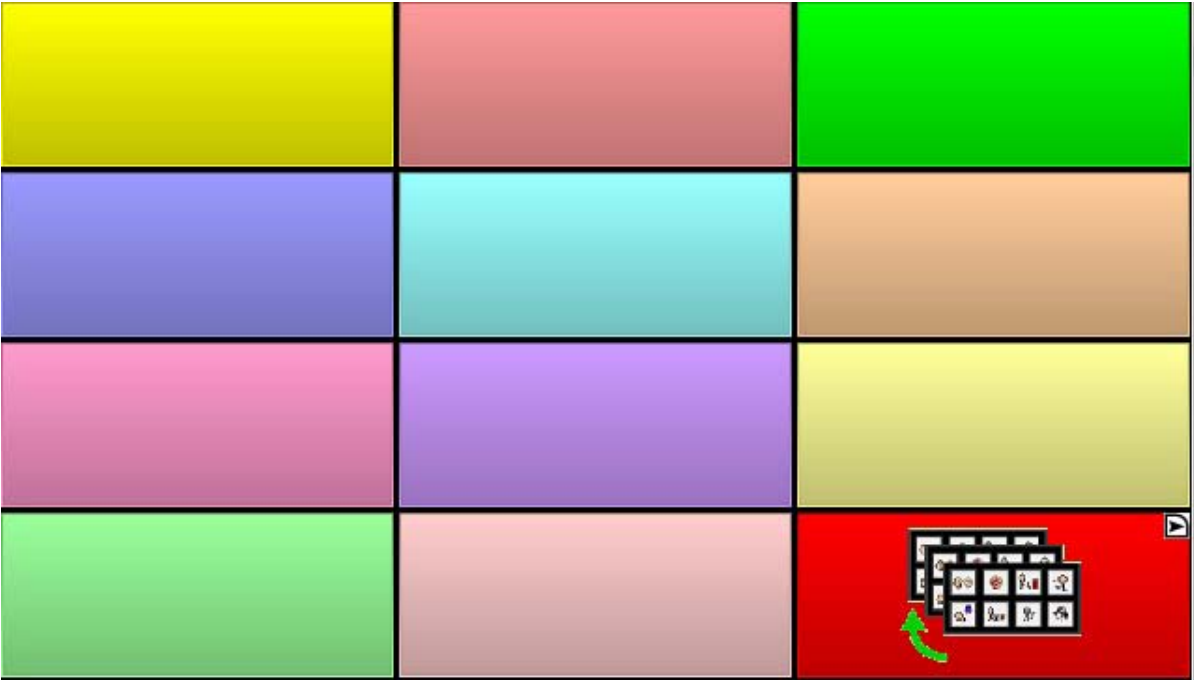


Page Name: *Traveling*



Page Name: *Shopping*





Flashcard List

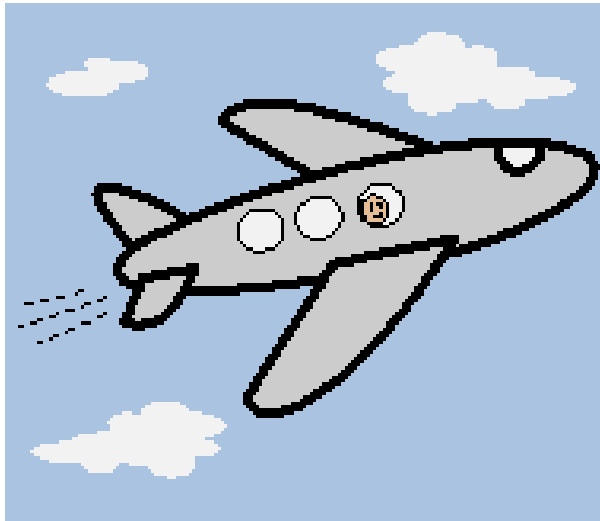
There are 31 sheets of flashcards in sets of 6 cards per sheet. Many of the pictures are used to mean different, but related ideas. Because of that, no word is printed above the pictures. Instead, each flashcard is numbered.

Copy each sheet onto heavy weight paper. Cut the flashcards apart on the dotted lines. Laminate each card and file them for use as therapy materials.

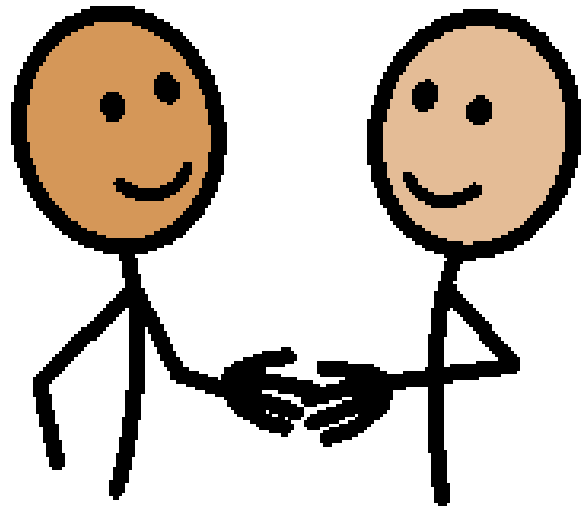
- | | | | |
|---------------------|-------------------|----------------------|-----------------------|
| 1. airplane | 49. fair | 97. Let's go to | 144. school bag |
| 2. anybody | 50. family 2 | another store | 145. see you later |
| 3. April | 51. father | 98. Let's play again | 146. September |
| 4. August | 52. February | 99. listen to music | 147. shot |
| 5. baby, child | 53. feelings | 100. look in mirror | 148. show and tell 1 |
| 6. bandaid | 54. field trip | 101. love | 149. sick |
| 7. beach | 55. Florida | 102. mailbox | 150. sister |
| 8. beer | 56. food 1 | 103. March | 151. snack foods |
| 9. Bible | 57. fooled you 1 | 104. marriage | 152. soda |
| 10. blender | 58. Friday 1 | 105. May | 153. speech therapist |
| 11. bored | 59. friend 1 | 106. medicine | 154. sports |
| 12. box drink | 60. frustrated dk | 107. microwave | 155. stir |
| 13. boy | 61. game | 108. milkshake | 156. stop |
| 14. breaktime 1 | 62. gardening | 109. miss | 157. Sunday 1 |
| 15. brother | 63. girl | 110. Monday 1 | 158. sunny |
| 16. buy | 64. glasses | 111. money | 159. taco |
| 17. camera | 65. go 1 | 112. month | 160. tape 1 |
| 18. camp | 66. go fish | 113. more | 161. tea |
| 19. canteen | 67. goodbye | 114. motel | 162. telephone 3 |
| 20. card | 68. grandfather | 115. mother | 163. television |
| 21. CD player | 69. grandmother | 116. movie | 164. thermometer |
| 22. changed my mind | 70. grape juice | 117. musical | 165. Thursday 1 |
| 23. chicken strips | 71. groups | instruments | 166. time |
| 24. cigarette | 72. hamburger | 118. nickel | 167. timer |
| 25. clubs | 73. hand mixer | 119. no cheating | 168. tomorrow |
| 26. coffee | 74. happy 1 dk | 120. November | 169. too expensive |
| 27. communication | 75. have | 121. nurse 1 | 170. torpedo sandwich |
| board | 76. head set | 122. October | 171. trip, travel |
| 28. confused | 77. health | 123. operation | 172. try another page |
| 29. cooking | 78. hearing aid | 124. party | 173. Tuesday 1 |
| 30. country music | 79. help 3 | 125. paycheck | 174. up |
| 31. credit card | 80. help 4 | 126. peanut butter | 175. verbs |
| 32. cupboard 1 | 81. home | 127. penny | 176. wallet |
| 33. dance 1 | 82. hospital 1 | 128. people | 177. wash dishes |
| 34. December | 83. how | 129. pizza | 178. water |
| 35. dentures | 84. how are you | 130. place 1 | 179. Wednesday 1 |
| 36. dice | 85. how many | 131. play 6 | 180. what's that |
| 37. dime | 86. how much | 132. present 1 | 181. when |
| 38. do | 87. I don't know | 133. principal | 182. who |
| 39. Do you have any | 88. I want 1 | 134. purse | 183. workshop |
| 40. doctor | 89. I'm ready | 135. quarter | 184. yesterday |
| 41. dollar | 90. instant tea | 136. question | 185. you |
| 42. dollar store | 91. January | 137. quiet | |
| 43. don't like | 92. July | 138. radio | |
| 44. don't want | 93. June | 139. refrigerator | |
| 45. down | 94. key | 140. relax 1 | |
| 46. drink | 95. koolade | 141. rock and roll | |
| 47. drinks | 96. lemonade | 142. sad | |
| 48. eat 1 | | 143. Saturday 1 | |

Flashcards – Set 1

1.



2.



3.



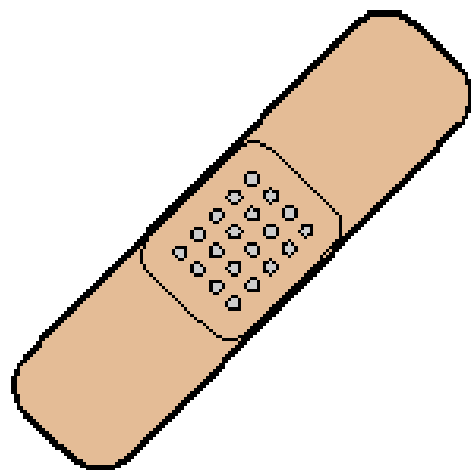
4.



5.

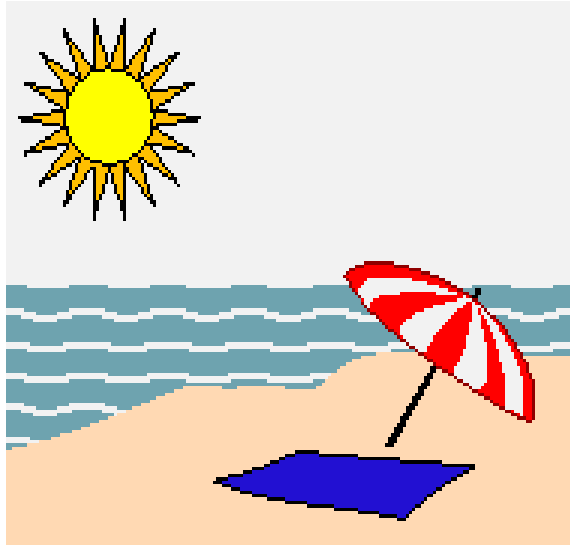


6.



Flashcards – Set 2

7.



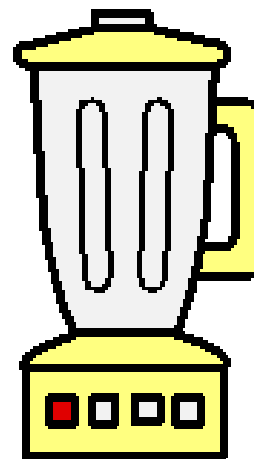
8.



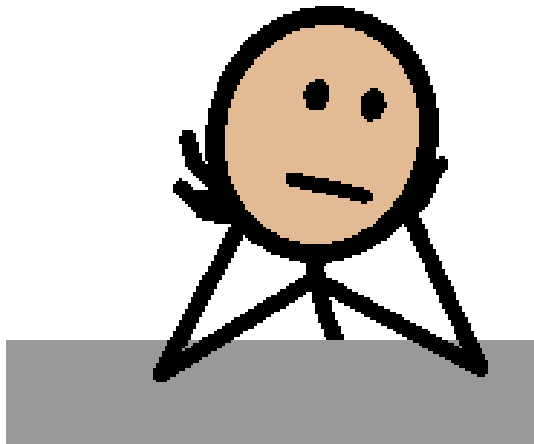
9.



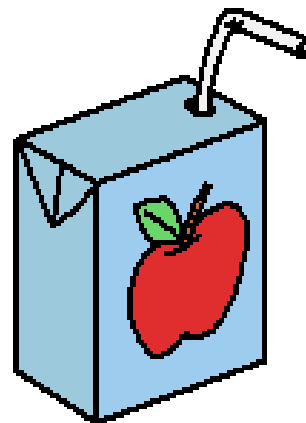
10.



11.

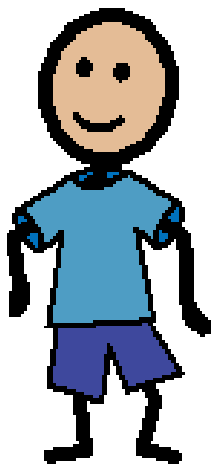


12.

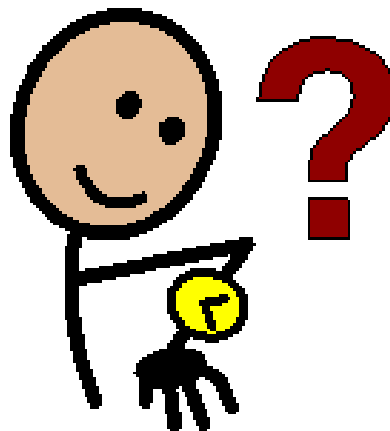


Flashcards - Set 3

13.



14.



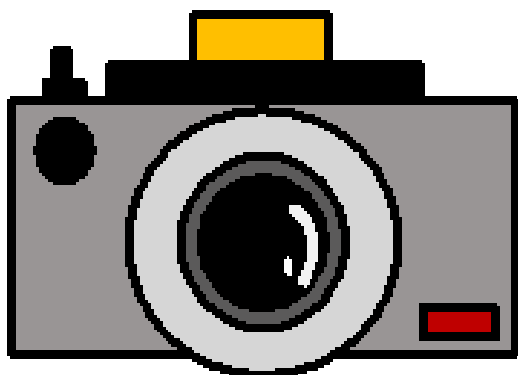
15.



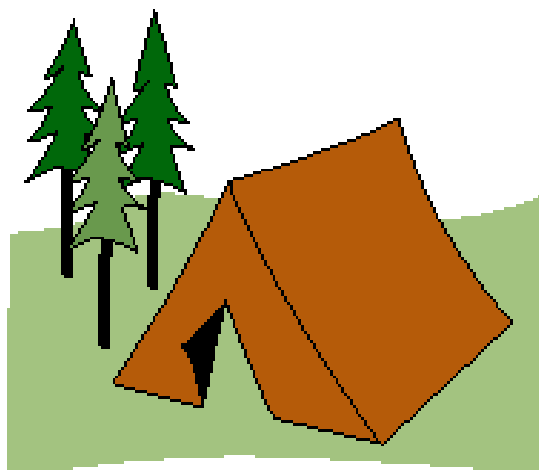
16.



17.



18.

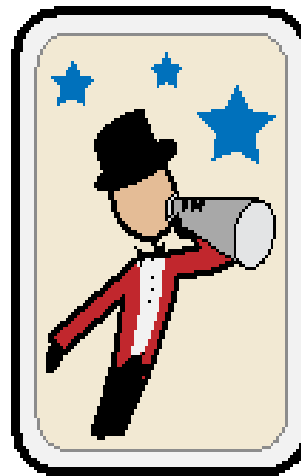


Flashcards – Set 4

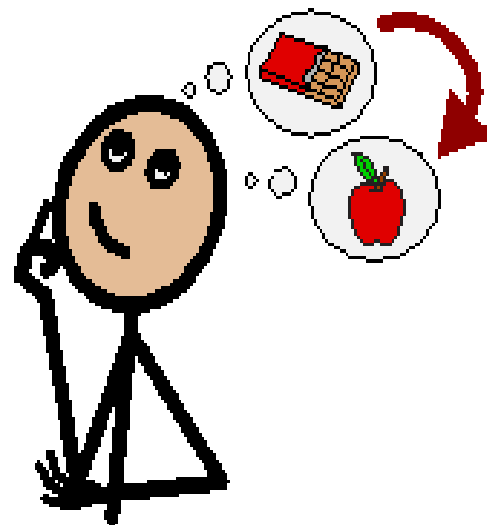
19.



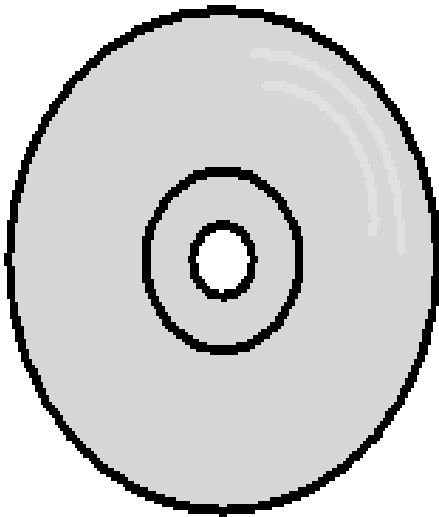
20.



22.



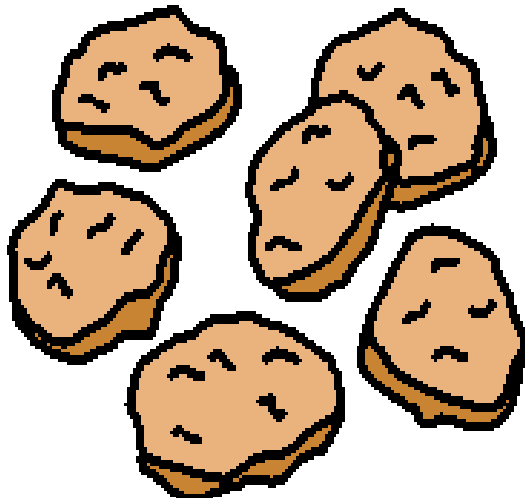
21.



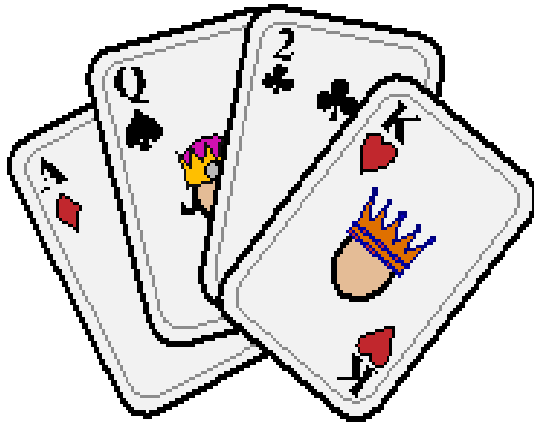
24.



23.



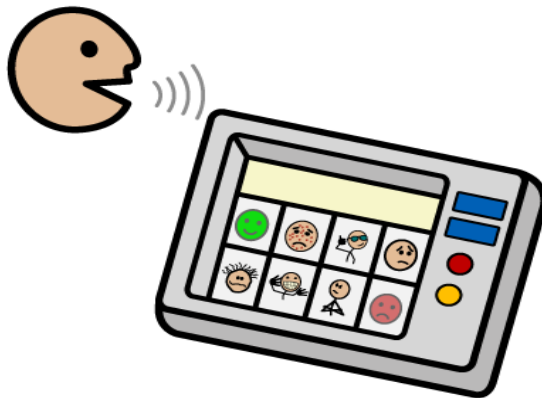
25.



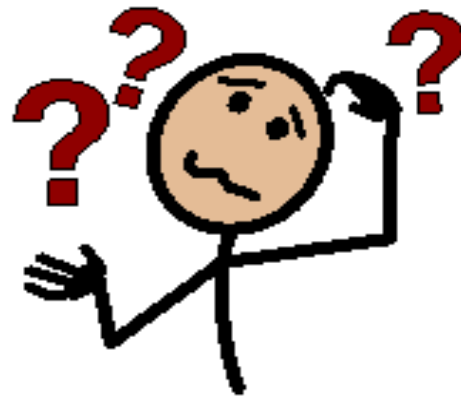
26.



27.



28.



29.



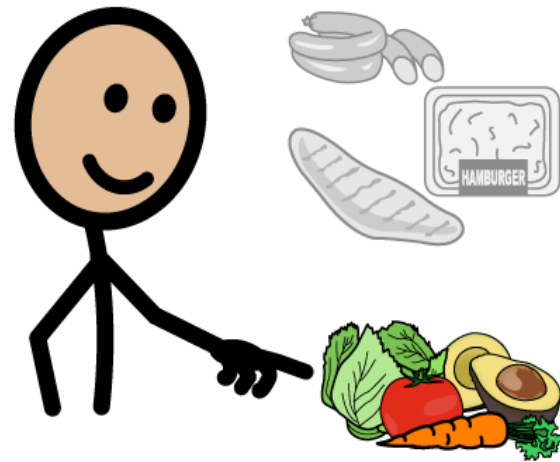
30.



31.



32.



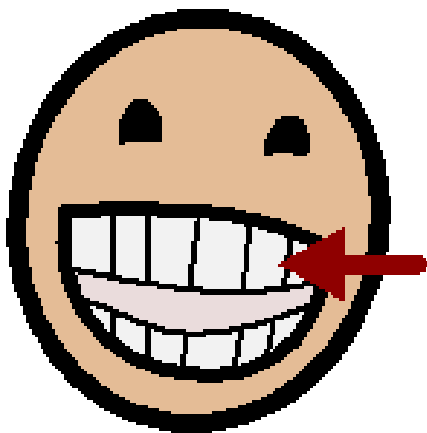
33.



34.



35.



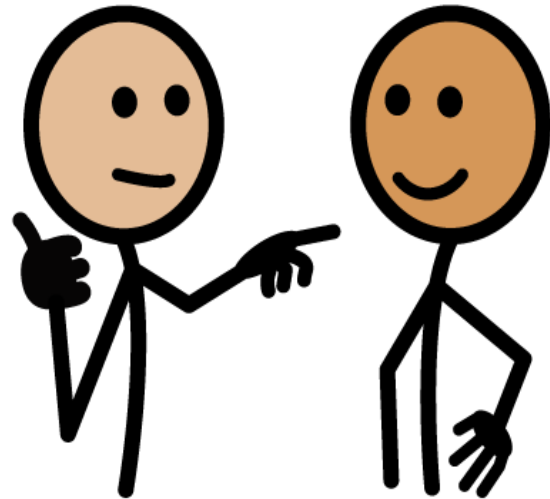
36.



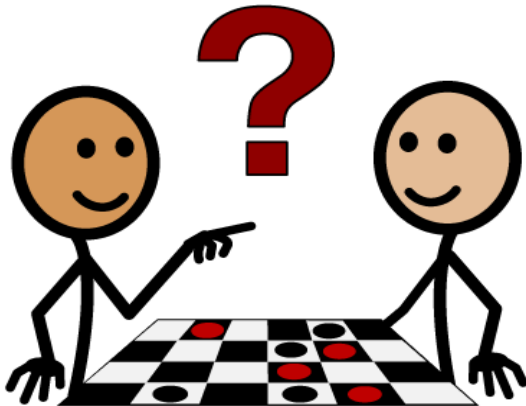
37.



38.



39.



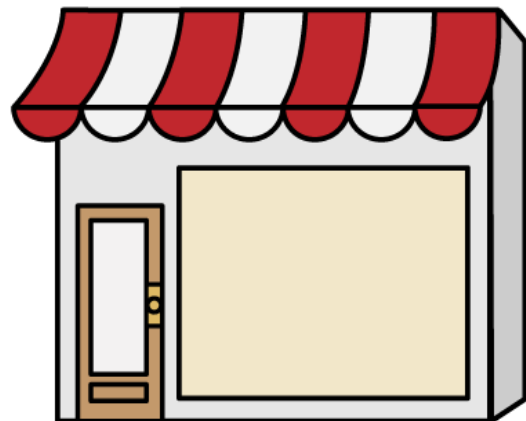
40.



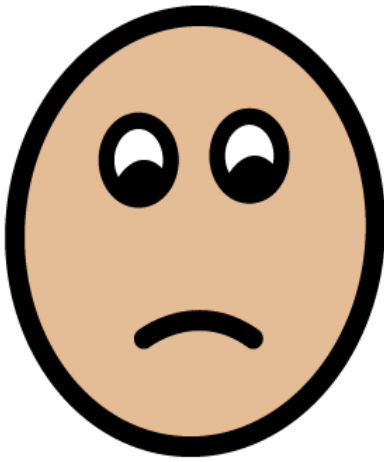
41.



42.



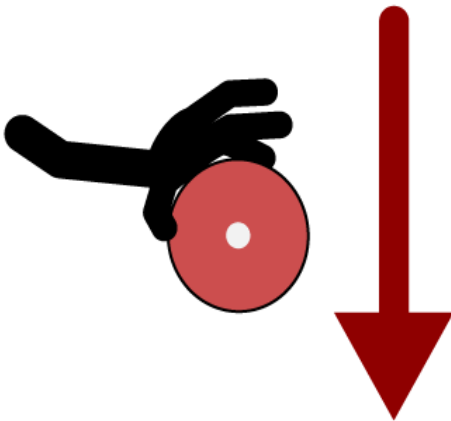
43.



44.



45.



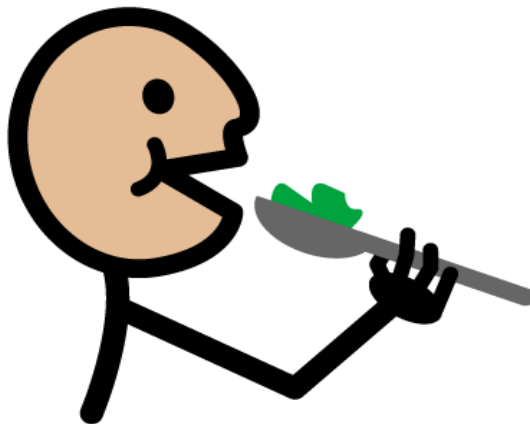
46.



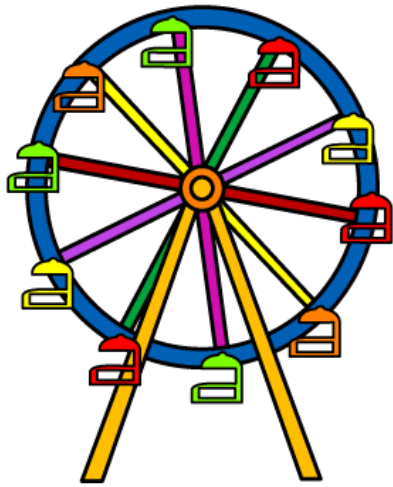
47.



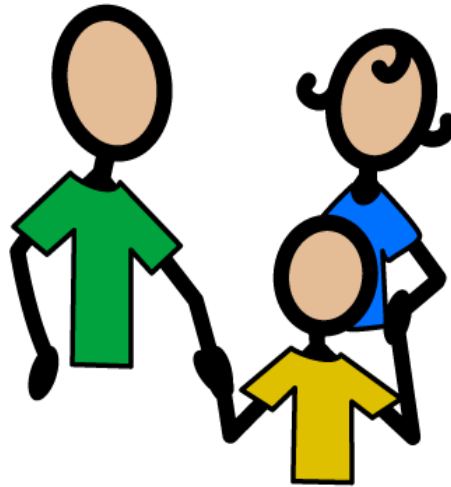
48.



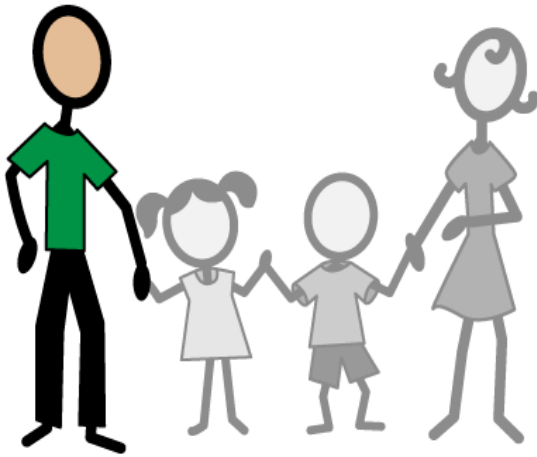
49.



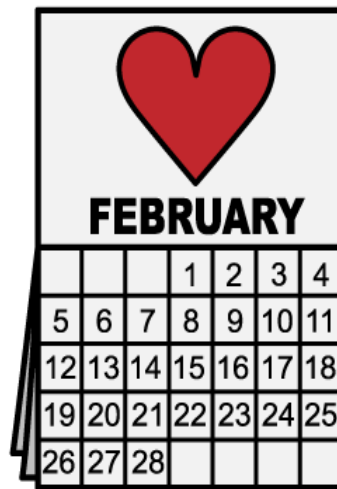
50.



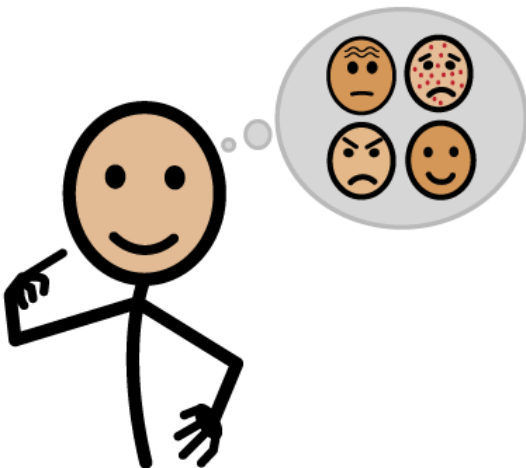
51.



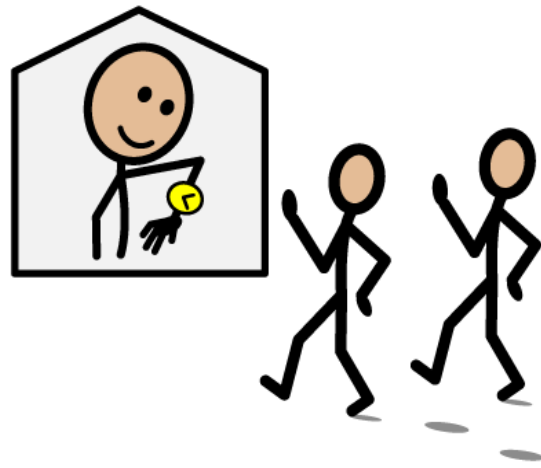
52.



53.



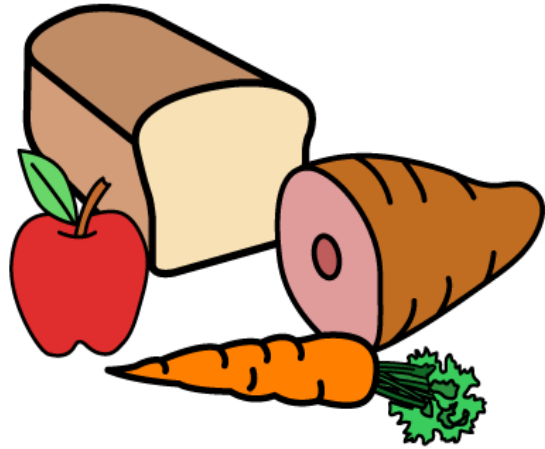
54.



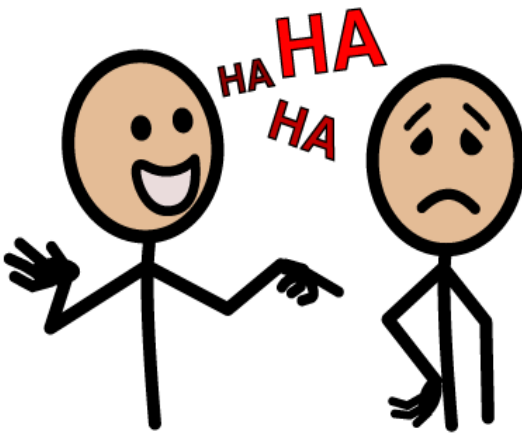
55.



56.



57.



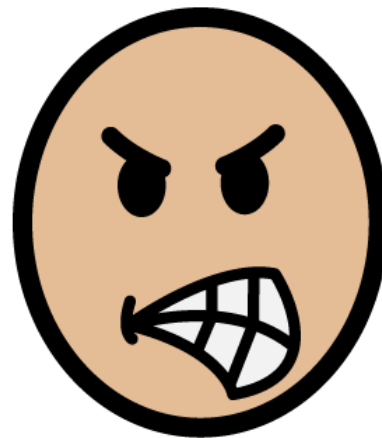
58.

SU	M	TU	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

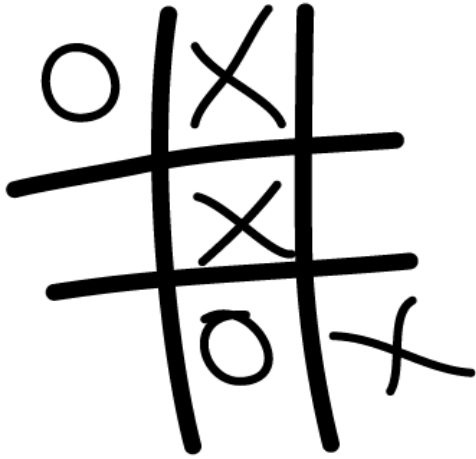
59.



60.



61.



62.



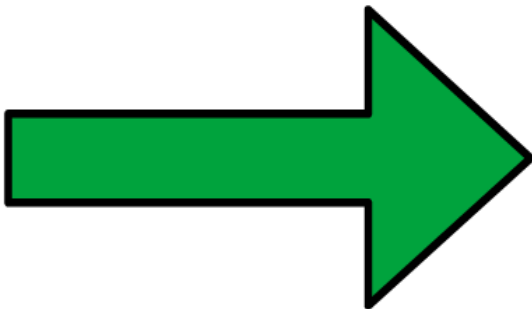
63.



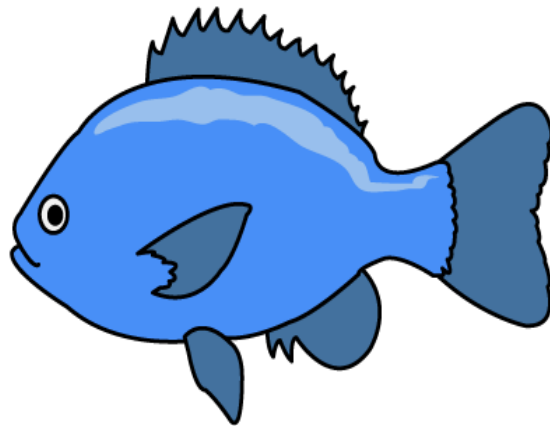
64.



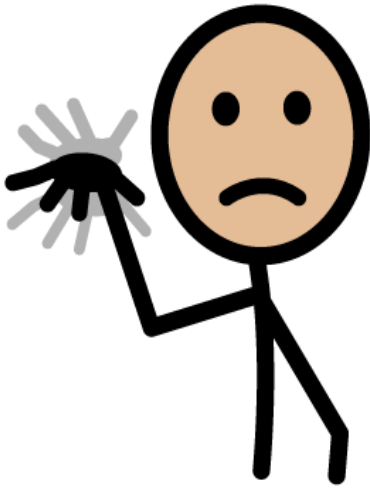
65.



66.



67.



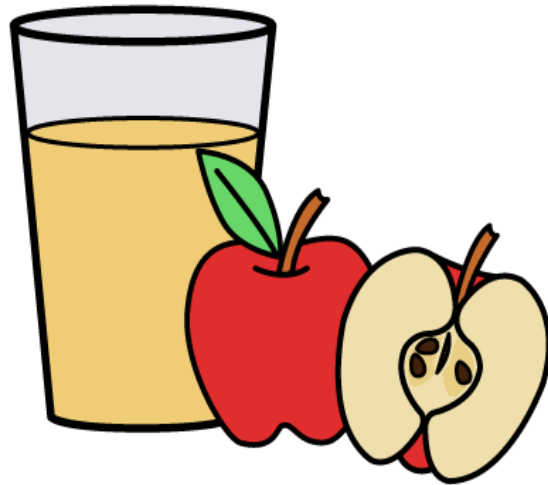
68.



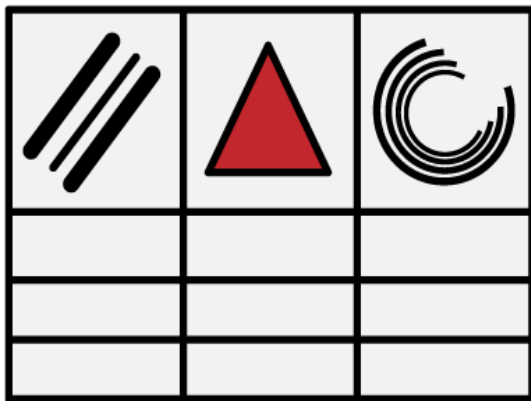
69.



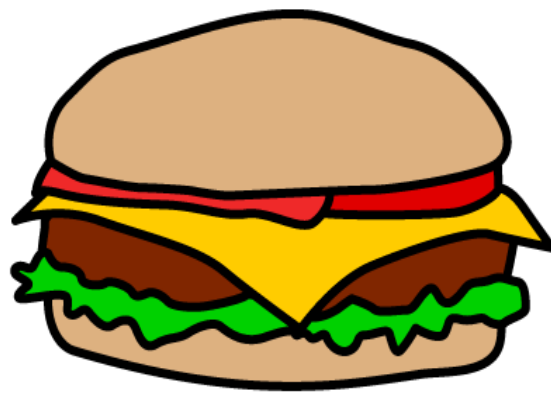
70.



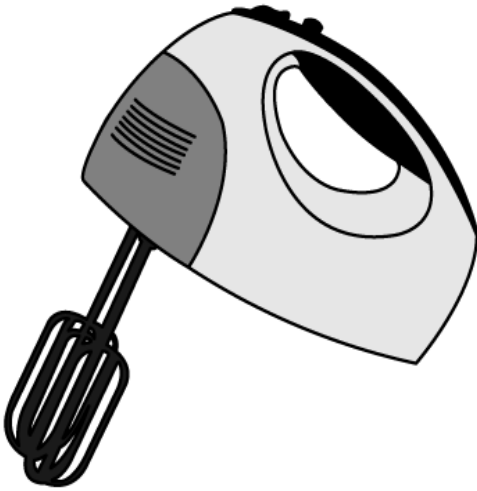
71.



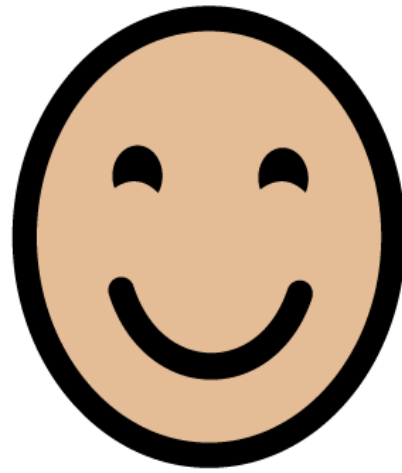
72.



73.



74.



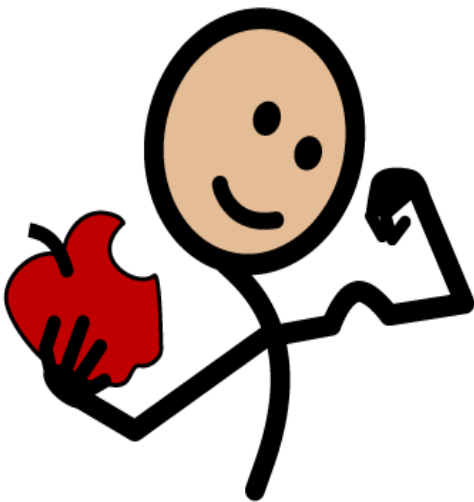
75.



76.



77.

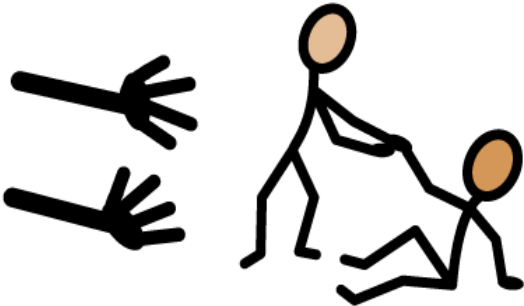


78.



Flashcards – Set 14

79.



80.



81.



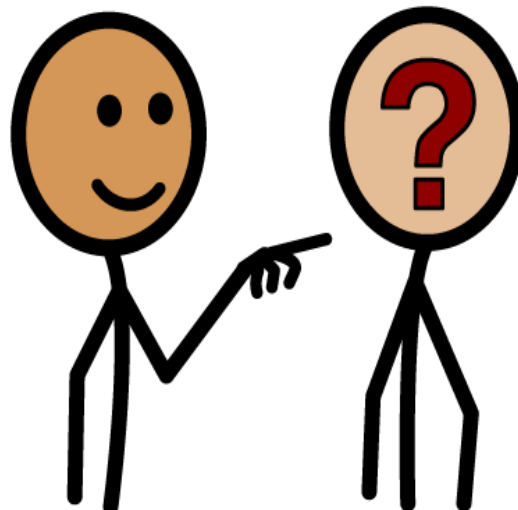
82.



83.



84.

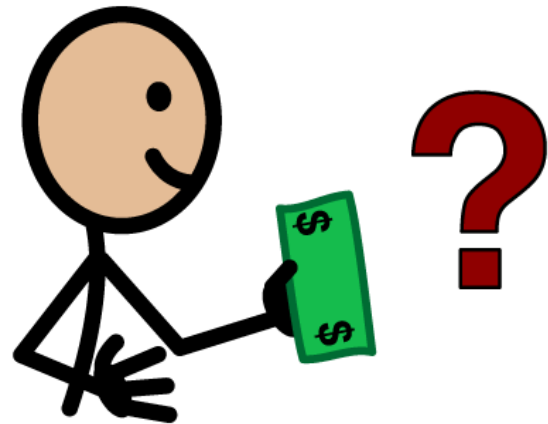


Flashcards – Set 15

85.



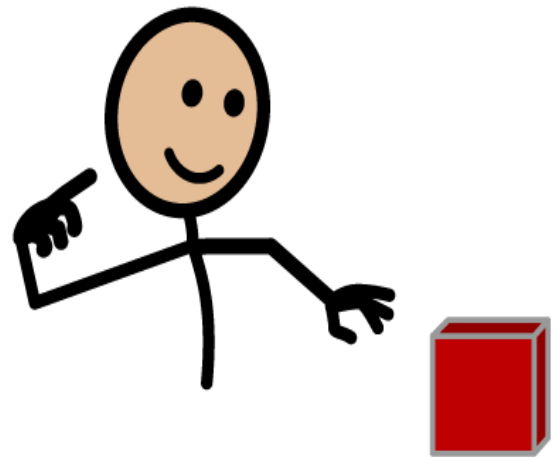
86.



87.



88.



89.

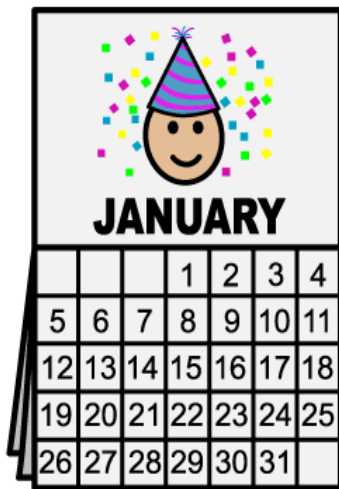


90.



Flashcards – Set 16

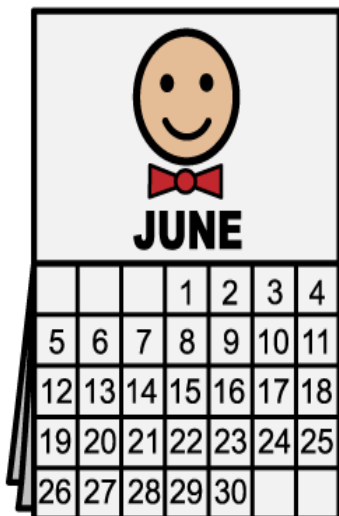
91.



92.



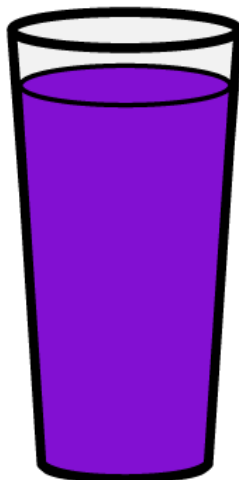
93.



94.



95.

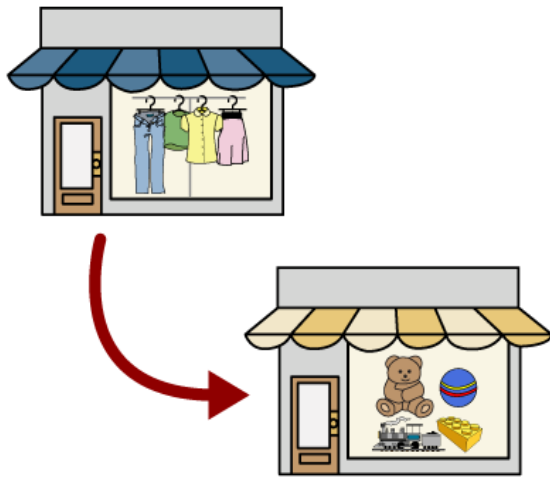


96.



Flashcards – Set 17

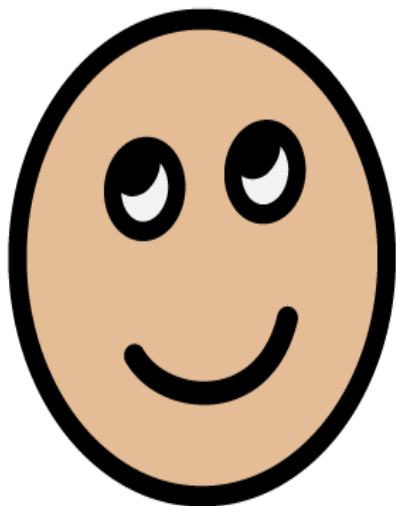
97.



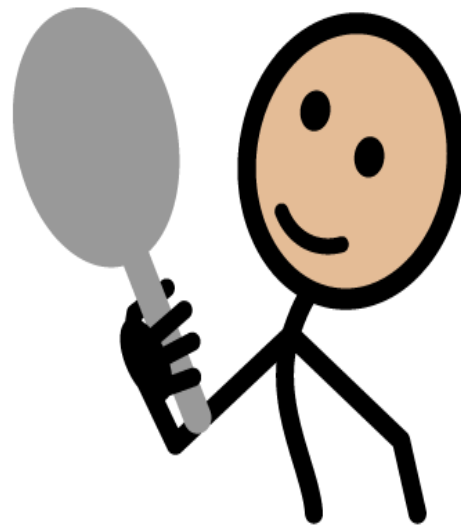
98.



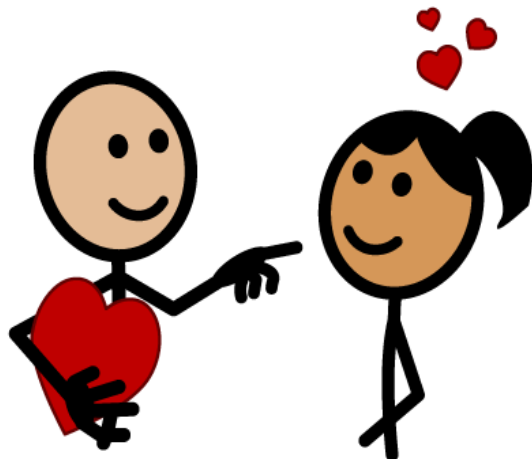
99.



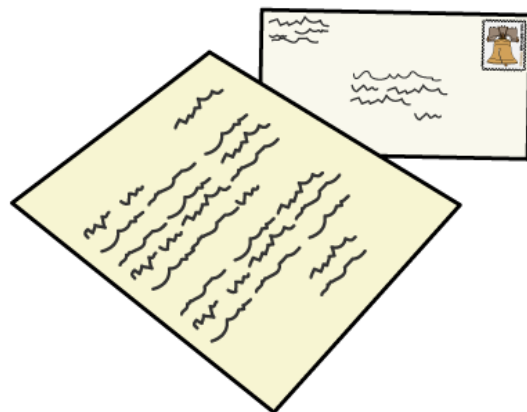
100.



101.

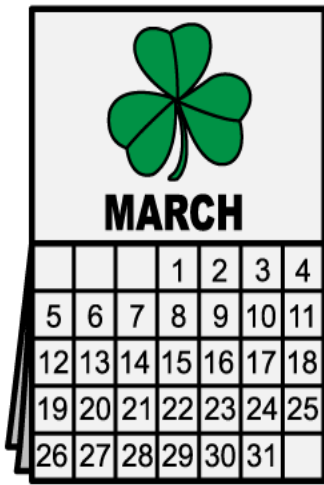


102.

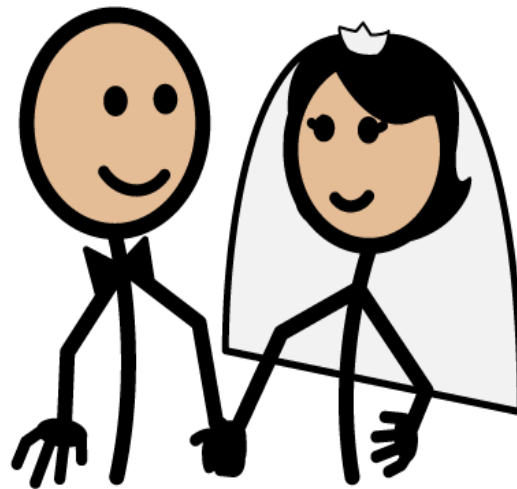


Flashcards – Set 18

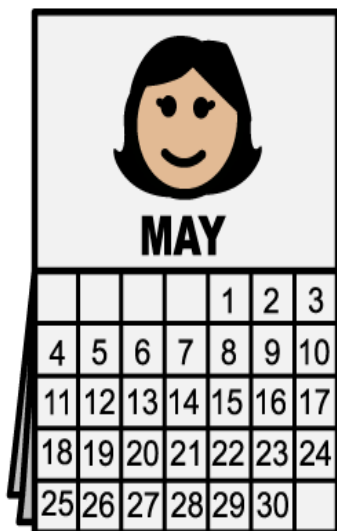
103.



104.



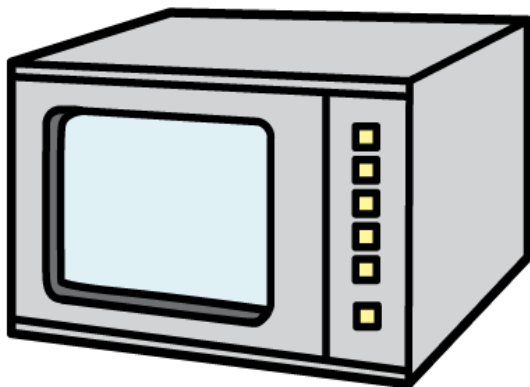
105.



106.



107.

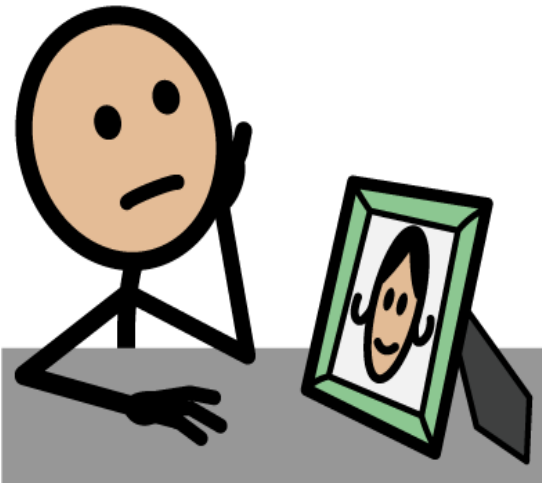


108.



Flashcards – Set 19

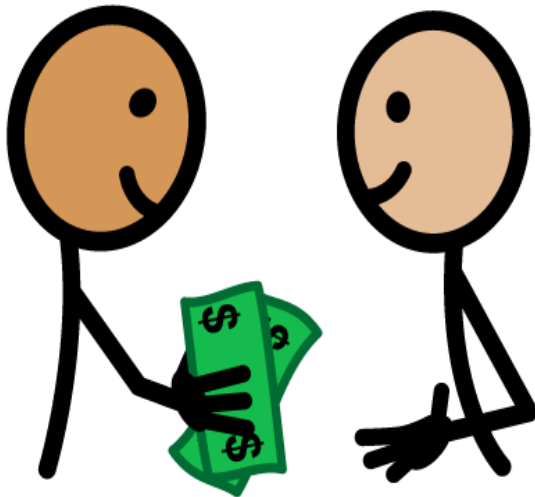
109.



110.

SU	M	TU	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

111.

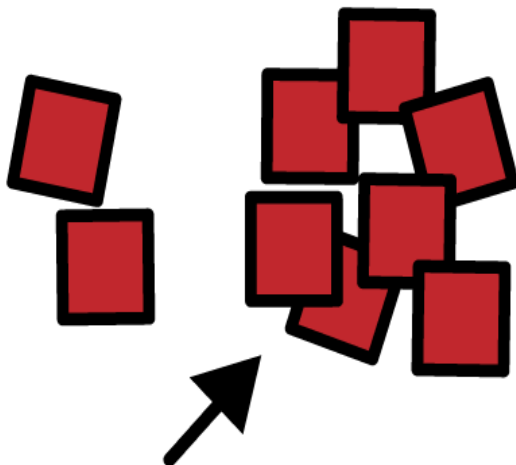


112.

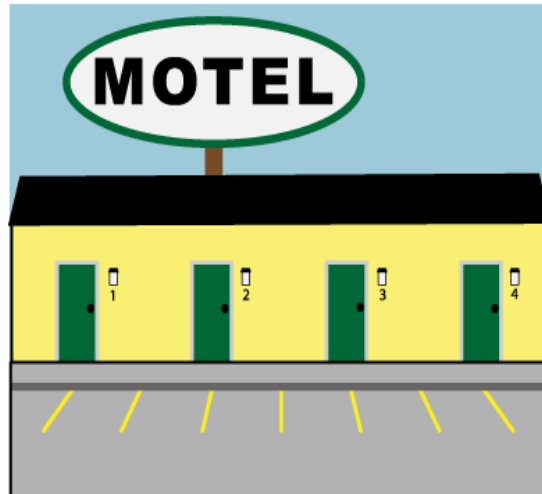
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27
28	29	30	31				

			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27
28	29	30	31				

113.

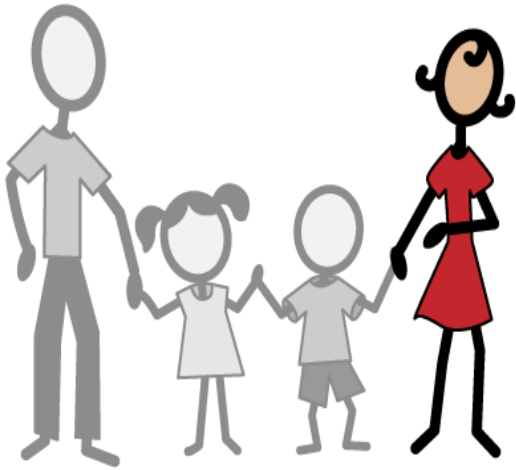


114.

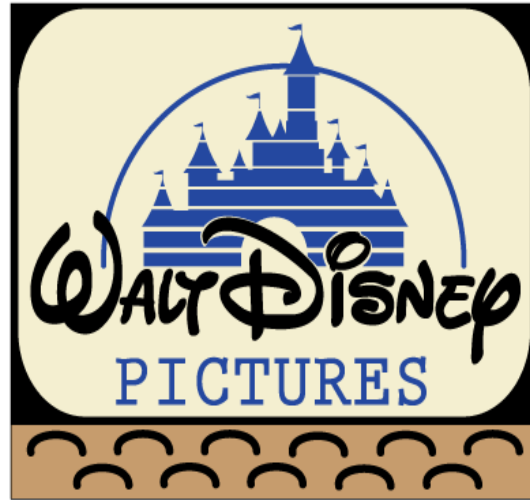


Flashcards – Set 20

115.



116.



117.



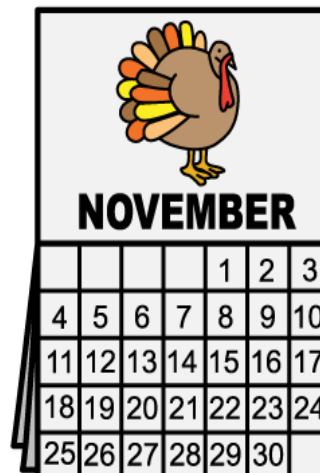
118.



119.



120.



Flashcards – Set 21

121.



122.



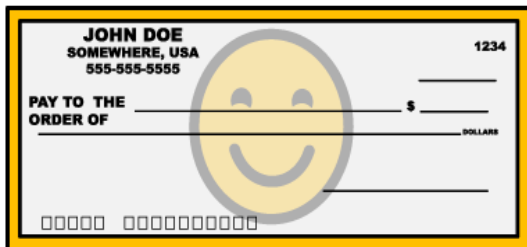
123.



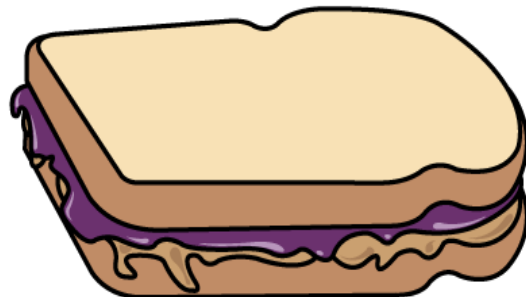
124.



125.



126.

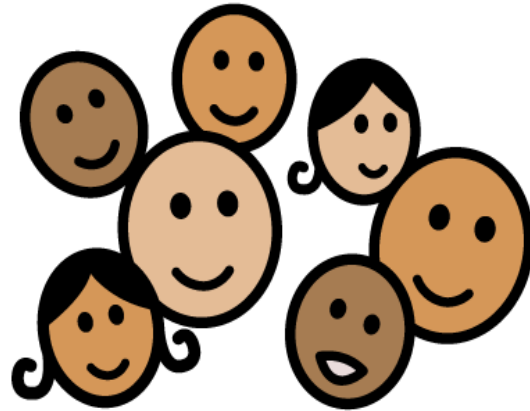


Flashcards – Set 22

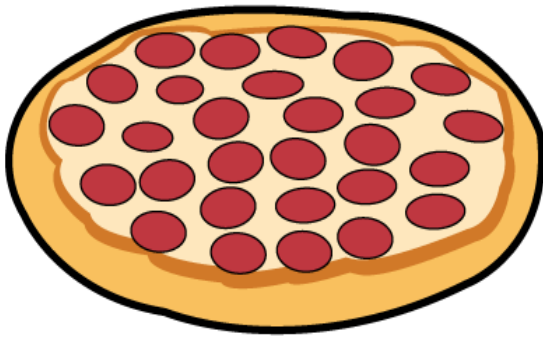
127.



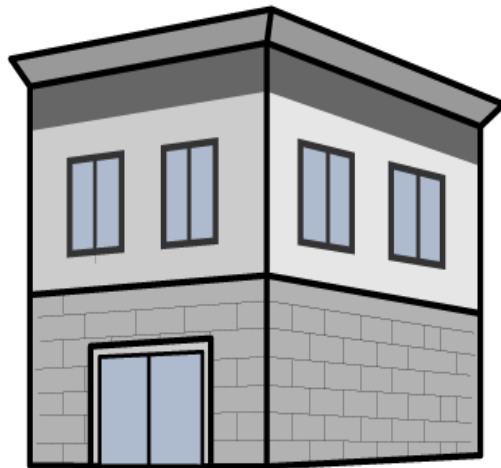
128.



129.



130.



131.



132.



Flashcards – Set 23

133.



134.



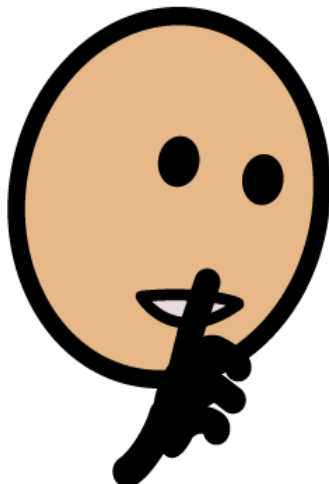
135.



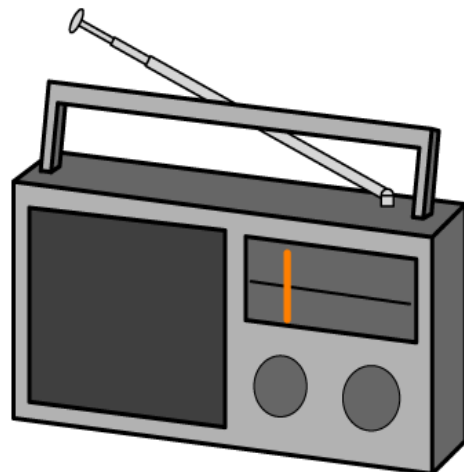
136.



137.

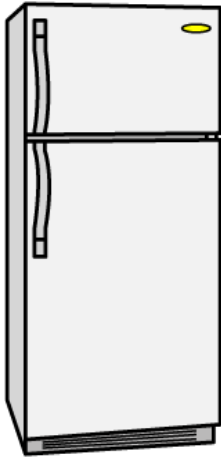


138.

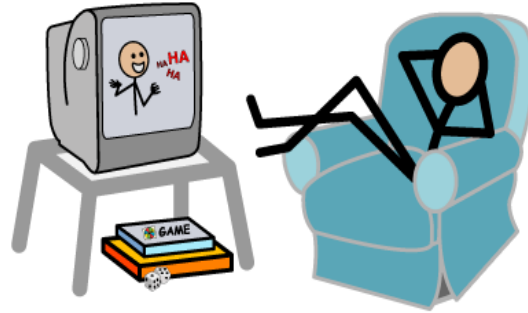


Flashcards – Set 24

139.



140.



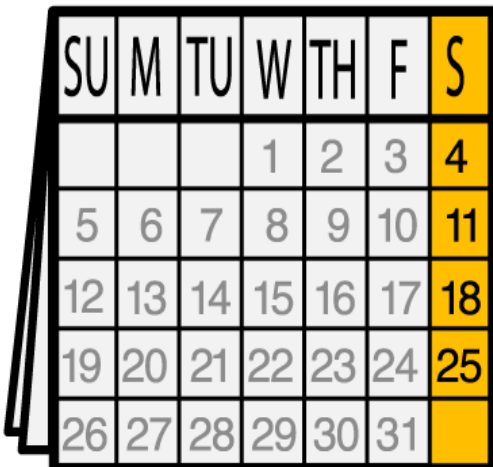
141.



142.



143.

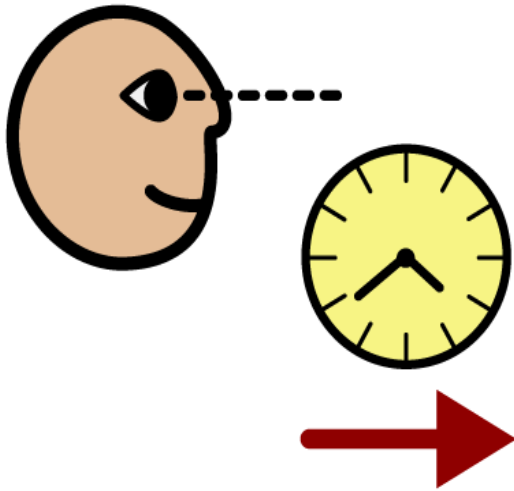


144.



Flashcards – Set 25

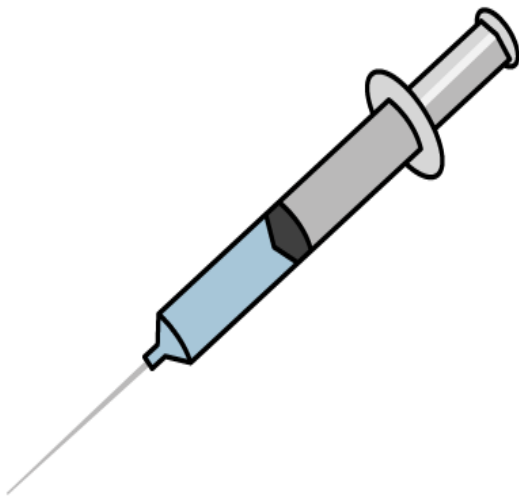
145.



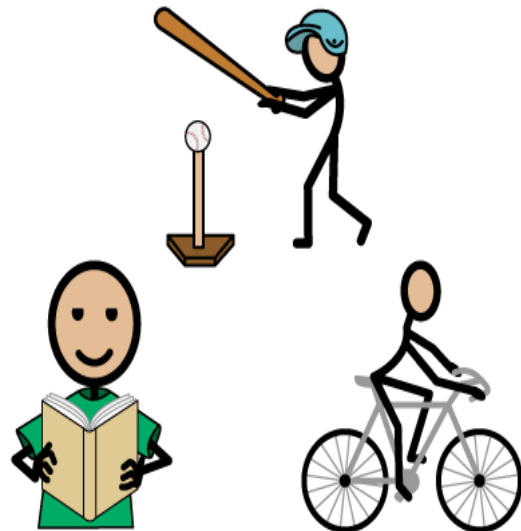
146.



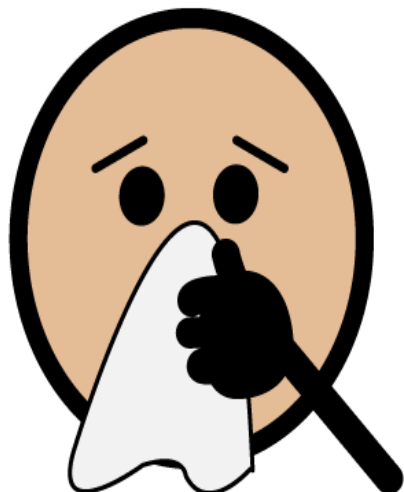
147.



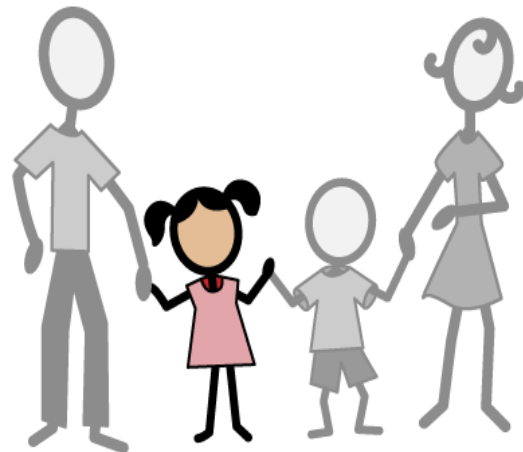
148.



149.



150.



Flashcards – Set 26

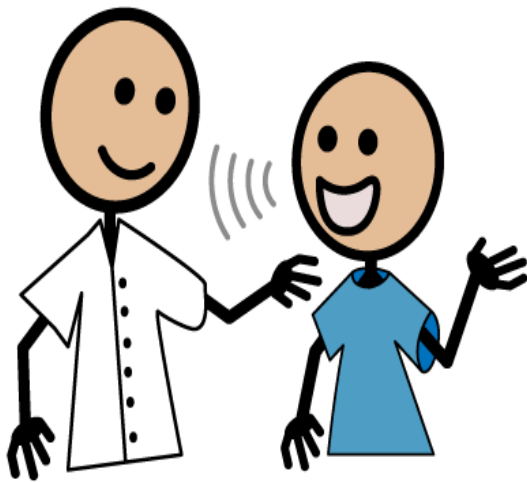
151.



152.



153.



154.



155.

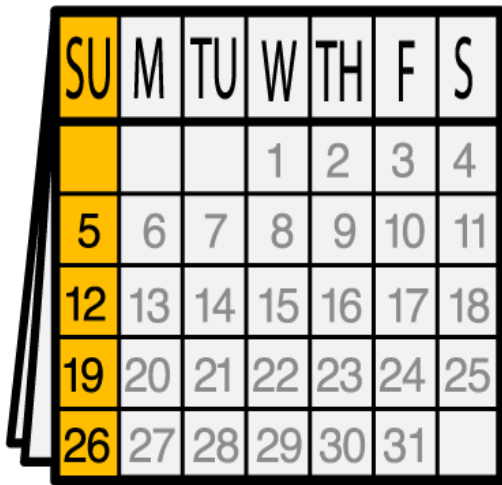


156.

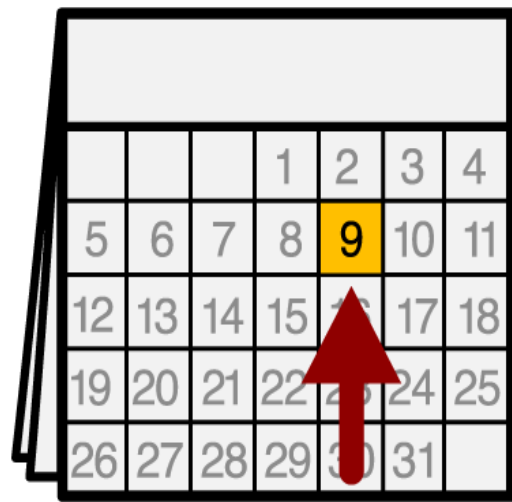


Flashcards – Set 27

157.



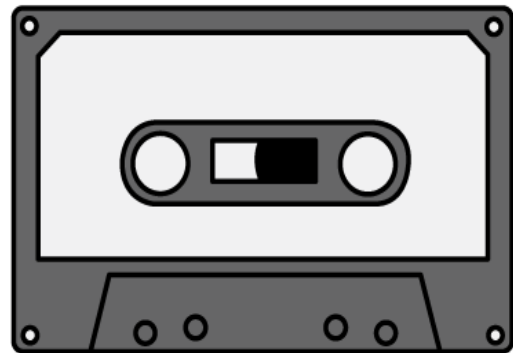
158.



159.



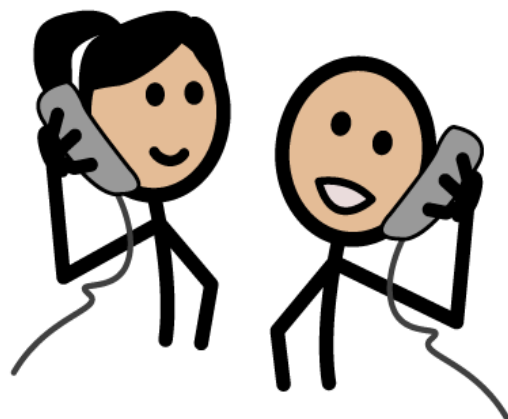
160.



161.

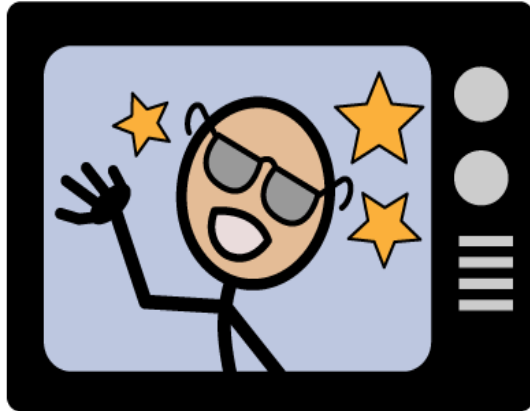


162.



Flashcards – Set 28

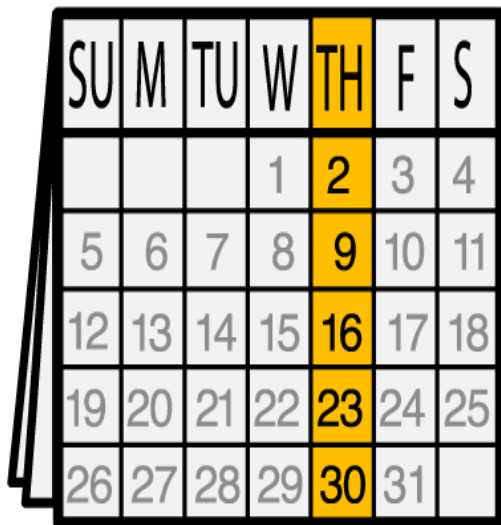
163.



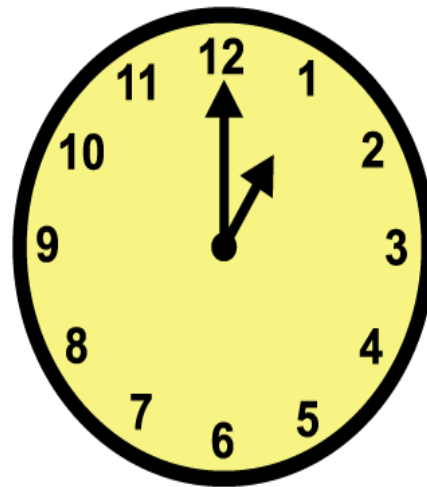
164.



165.



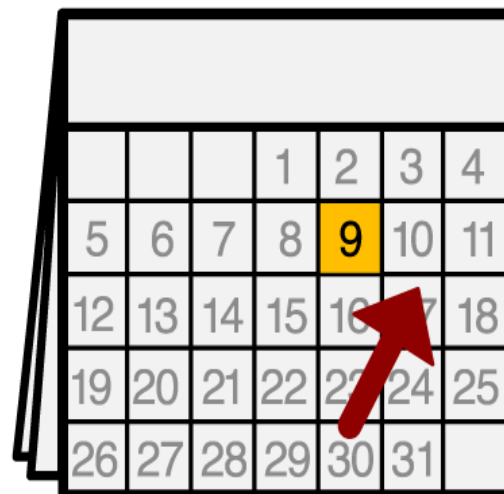
166.



167.



168.

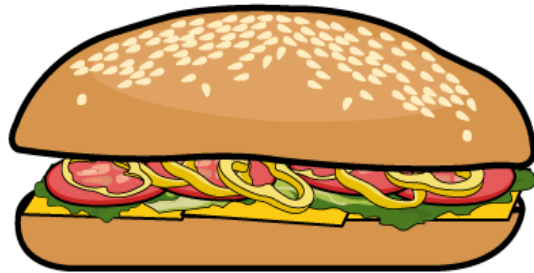


Flashcards – Set 29

169.



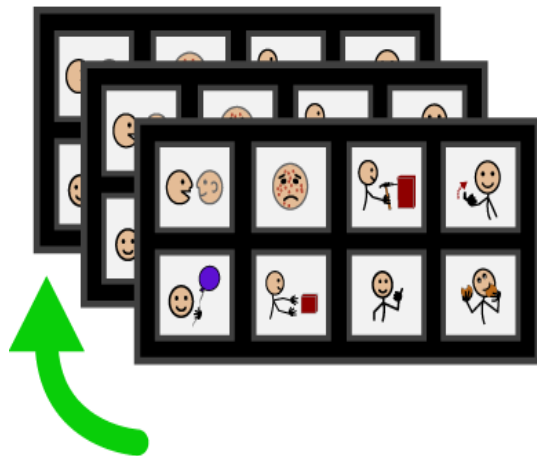
170.



171.



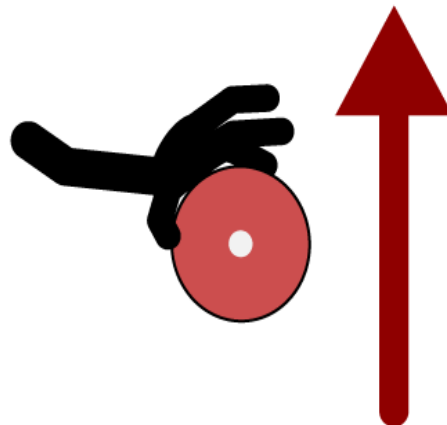
172.



173.

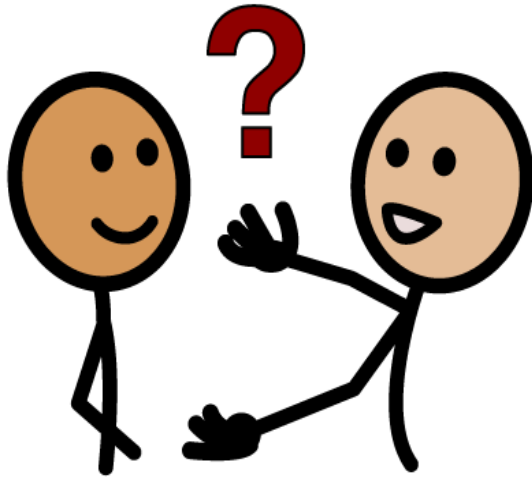
SU	M	TU	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

174.

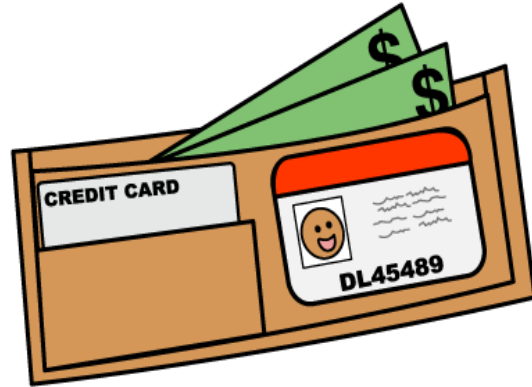


Flashcards – Set 30

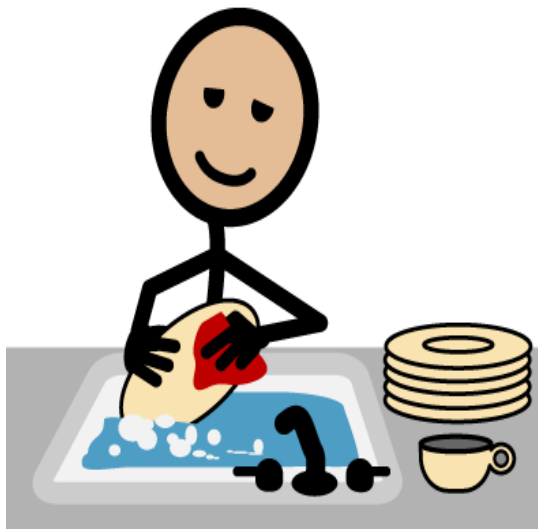
175.



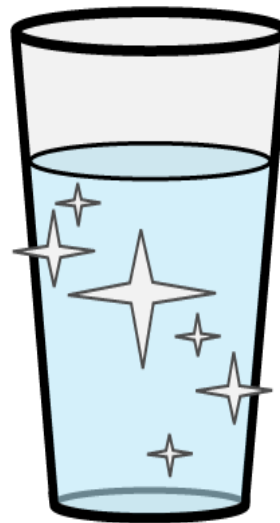
176.



177.



178.



179.

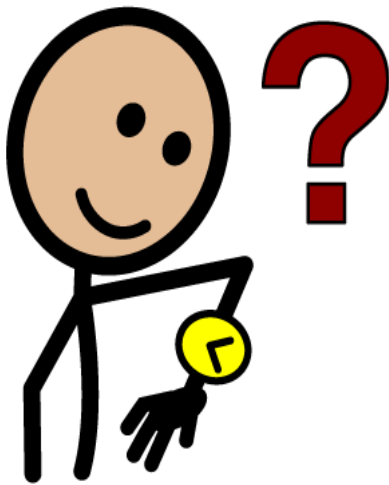
SU	M	TU	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

180.



Flashcards – Set 31

181.



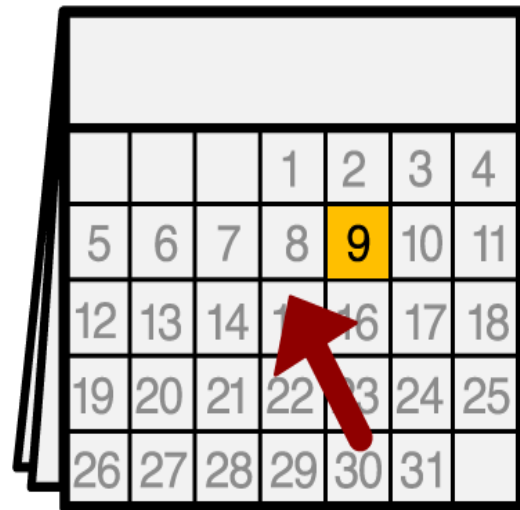
182.



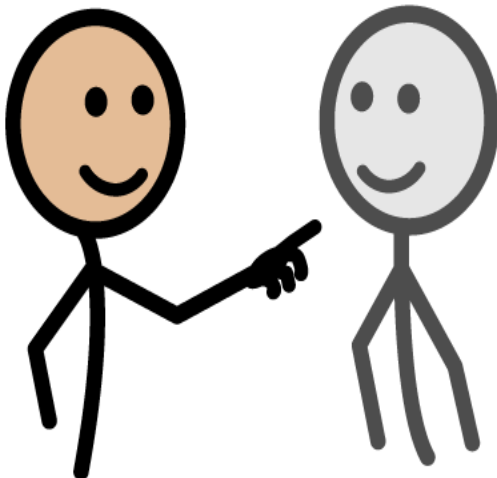
183.



184.



185.



Concept and Location Documentation

Individuals with cognitive disabilities are capable of associating multiple concepts to individual pictures. In order to tap into this ability (and to decrease the need to learn lots of single meaning pictures for non-picture producing concepts or sentences), specific pictures were repeated across pages in VocabPC. This chart shows the concepts and the locations for those concepts. When adding new vocabulary, use this chart to find if a similar concept was used and then look up that concept in the vocabulary documentation to find the name of the specific picture that was used to represent that concept.

<ul style="list-style-type: none"> • self (I), mother, girl/woman • Florida • who • hello • want, like • more, anymore, good, happy, pretty • music, camera, milkshake, pizza, bandaid, dollar • Monday, January 	<ul style="list-style-type: none"> • family, father, boy/man • home • what • don't want, don't like, have, gave, live fooled, get, no more • coffee, movie, glasses, quarter • Tuesday, February 	<ul style="list-style-type: none"> • other people, dentist, aide • what's happening • want to (actions), help, frustrated, love • again, up • sports, keys, soda, chicken strips • dentures, dime • Wednesday, March
<ul style="list-style-type: none"> • sister • beach • why • feel, drink(s), stir, cheat, listen • enough, quiet • beer, hearing aid, nickel • Thursday, April 	<ul style="list-style-type: none"> • brother • restaurant • question, ask, eat, cook, do, miss, dance, confused • food/snack greeting card, juice box, taco, medicine, earphones, penny • Friday, May 	<ul style="list-style-type: none"> • friend, you/your • camp • how, how are you • chat, relax/play, leisure • down • game/cards, juice, operation, refrigerator • Saturday, June
<ul style="list-style-type: none"> • grandmother, boss • workshop, motel • where • bored • meet/greet, work • places, letter, radio, garden • hot tea, sub sandwich, thermometer, wallet, microwave, go fish • Sunday, July 	<ul style="list-style-type: none"> • grandfather • hospital, park • when • sick • done/finished, changed mind, buy • time, break time, health, timer, tape, iced tea, purse • tomorrow, August 	<ul style="list-style-type: none"> • speech therapist, • talk, call, expensive • how many • sad • Bible, koolade, hamburger, TV, church, shot, check, dishes, cards, airplane, CD • months, September
<ul style="list-style-type: none"> • driver, doctor, • go, come, travel • lemonade, credit card, rock & roll, mixer, game, vacation, bag, marriage • today, October 	<ul style="list-style-type: none"> • nurse, kids • store, goodbye • stop, shop • how much, money • cigarettes, water, peanut butter, dice sandwich, party, country music, blender, suitcase • yesterday, November • Navigate to Categories 	<ul style="list-style-type: none"> • December • Navigate to Activities • Navigate to General Talking

Vocabulary Documentation and Programming

The charts that follow show the various pages, the purpose behind each page, and then the specific programming on each page, including:

1. the first action that happens with that key (e.g., speak message, speak label, navigate, etc.);
2. what vocabulary is programmed;
3. the key concept(s) assigned to that vocabulary;
4. the key location defined by column and row (columns = A, B, C; rows = 1, 2, 3, 4);
5. the name of the picture that was used;
6. the body color of that key;
7. the second action assigned to that key and,
8. if that second action is to Navigate; to where the key navigates.

These charts document the vocabulary that came with VocabPC. If you change the programming that came with VocabPC, write down those changes on copies of each of these charts.

A blank chart is located at the end. Make multiple copies of this blank chart and use them to document vocabulary that is added to the program. Share these changes and additions with everyone who is working with the person using VocabPC.

Page Name: General Talking

Purpose of Vocabulary on this Page: To provide lead in phrases for social talking and to navigate to additional vocabulary.

Action	Vocabulary Entry	Key Concept(s)	Key	Picture	Body Color	Second Action	Navigate
Speak Message	I want	I, want	A1	I want 1	yellow	Navigate	I Want (requests)
Speak Message	I don't want	don't	B1	don't want	pale red	Navigate	Don't Want (reject)
Speak Message	I want to	action(s)	C1	verbs	green	Navigate	Want To (actions)
Speak Message	I feel	feelings	A2	feelings	pale blue	Navigate	Feelings
Speak Message	I want to ask a question.	question, ask	B2	question	pale cyan	Navigate	Tell Me (questions)
Speak Message	Hey there.	chat, attention	C2	friend 1	pale orange	Navigate	Friendly Chit Chat
Speak Message	Hello, nice to meet you.	meet and greet	A3	anybody	pale salmon	Navigate	Meeting New People
Speak Message	Let me tell you when.	time	B3	time	pale purple	Navigate	Time Words
			C3		pale yellow		
			A4		pale green		
Navigate	(none)	group/ category	B4	groups	wash red		Categories
Navigate	(none)	activities	C4	show and tell 1	white		Activities

Page Name: I Want (requests)

Purpose of Vocabulary on this Page: To make simple requests using general, multi-purpose words.

Action	Vocabulary Entry	Key Concept(s)	Key	Picture	Body Color	Second Action	Navigate
Speak Message	more	more	A1	more	yellow	Nothing	
Speak Message	what you have	you, have	B1	have	pale red	Nothing	
Speak Message	help	help	C1	help 4	green	Nothing	
Speak Message	a drink	drink	A2	drink	pale blue	Nothing	
Speak Message	a snack	food, snack	B2	snack foods	pale cyan	Nothing	
			C2		pale orange		
			A3		pale salmon		
			B3		pale purple		
			C3		pale yellow		
			A4		pale green		
			B4		wash red		
Navigate	(none)		C4	try another page	black		General Talking

Page Name: Don't Want (reject)

Purpose of Vocabulary on this Page: To reject objects and actions in an appropriate way with language.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	any more	more	A1	more	yellow	Navigate	General Talking
Speak Message	what you gave me	you, gave	B1	have	pale red	Navigate	General Talking
Speak Message	any help	help	C1	help 4	green	Navigate	General Talking
			A2		pale blue		
Speak Message	to do it	do	B2	do	pale cyan	Navigate	General Talking
			C2		pale orange		
Speak Message	to work	work	A3	workshop	pale salmon	Navigate	General Talking
			B3		pale purple		
Speak Message	to talk	talk	C3	telephone 3	pale yellow	Navigate	General Talking
Speak Message	to go	go	A4	go 1	pale green	Navigate	General Talking
Speak Message	to stop	stop	B4	stop	wash red	Navigate	General Talking
			C4		white		

Page Name: Want To (actions)

Purpose of Vocabulary on this Page: To request actions.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
			A1		yellow	Navigate	
Speak Message	get something	get	B1	have	pale red	Navigate	General Talking
Speak Message	help	help	C1	help 4	green	Navigate	General Talking
Speak Message	get a drink	drink	A2	drink	pale blue	Navigate	General Talking
Speak Message	get something to eat	eat	B2	eat 1	pale cyan	Navigate	General Talking
Speak Message	relax by doing something I like	relax, leisure	C2	relax 1	pale orange	Navigate	General Talking
Speak Message	work	work	A3	workshop	pale salmon	Navigate	General Talking
Speak Message	take a break	break time	B3	break time 1	pale purple	Navigate	General Talking
Speak Message	talk to or call someone	talk, call	C3	telephone 3	pale yellow	Navigate	General Talking
Speak Message	go	go	A4	go 1	pale green	Navigate	General Talking
Speak Message	stop	stop	B4	stop	wash red	Navigate	General Talking
			C4		white	Navigate	

Page Name: Feelings

Purpose of Vocabulary on this Page: To express positive and negative feelings.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	happy	happy	A1	happy 1 dk	yellow	Navigate	General Talking
			B1		pale red		
Speak Message	frustrated	frustrated	C1	frustrated dk	green	Navigate	General Talking
			A2		pale blue		
Speak Message	confused	question, confusion	B2	confused	pale cyan	Navigate	General Talking
Speak Message	relaxed	relaxed	C2	relax 1	pale orange	Navigate	General Talking
Speak Message	bored	boredom	A3	bored	pale salmon	Navigate	General Talking
			B3		pale purple		
Speak Message	sad	sadness	C3	sad	pale yellow	Navigate	General Talking
			A4		pale green		
			B4		wash red		
			C4		white		

Page Name: Tell Me

Purpose of Vocabulary on this Page: To ask simple questions with single words, phrases, and sentences.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	who	person, who	A1	who	yellow	Nothing	
Speak Message	what	thing, what	B1	what's that	pale red	Nothing	
Speak Message	what's happening	action	C1	verbs	green	Nothing	
Speak Message	why	reason, think	A2	I don't know	pale blue	Nothing	
			B2		pale cyan	Nothing	
Speak Message	how	how	C2	how	pale orange	Nothing	
Speak Message	where	place, where	A3	place 1	pale salmon	Nothing	
Speak Message	when	time, when	B3	when	pale purple	Nothing	
Speak Message	how many	amount, many	C3	how many	pale yellow	Nothing	
			A4		pale green	Nothing	
Speak Message	how much	money, cost	B4	how much	wash red	Nothing	
Navigate	(none)		C4	try another page	black		General Talking

Page Name: Friendly Chit Chat

Purpose of Vocabulary on this Page: To chat with familiar people.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	You look nice today.	nice, pretty	A1	look in mirror	yellow	Nothing	
Speak Message	I have something to show you.	have	B1	have	pale red	Nothing	
Speak Message	What have you been doing?	action	C1	verbs	green	Nothing	
			A2		pale blue		
Speak Message	I need you to do something for me.	do	B2	do	pale cyan	Nothing	
Speak Message	How are you?	how	C2	how are you	pale orange	Nothing	
Speak Message	Where have you been?	place, where	A3	place 1	pale salmon	Nothing	
Speak Message	I haven't seen you for a while.	time	B3	see you later	pale purple	Nothing	
			C3		pale yellow		
			A4		pale green		
			B4		wash red		
Navigate	(none)		C4	try another page	black		General Talking

Page Name: Meeting New People

Purpose of Vocabulary on this Page: To greet and meet new people.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	My name is (fill in name).	self	A1	I want 1	yellow	Nothing	
Speak Message	I live at (fill in name of place)	home	B1	home	pale red		
Speak Message	What do you like to do?	action	C1	verbs	green	Nothing	
			A2		pale blue		
			B2		pale cyan		
Speak Message	How are you?	how	C2	how are you	pale orange	Nothing	
Speak Message	I work at (fill in name of place).	work	A3	workshop	pale salmon	Nothing	
			B3		pale purple	Nothing	
Speak Message	I talk with this machine.	talk	C3	communication board	pale yellow	Nothing	
Speak Message	Are you married?	marriage	A4	marriage	pale green	Nothing	
Speak Message	Do you have kids?	children	B4	baby, child	wash red	Nothing	
Navigate	(none)		C4	try another page	black		General Talking

Page Name: Time

Purpose of Vocabulary on this Page: To communicate days of the week and other time concepts.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	Monday	Monday	A1	Monday 1	yellow	Nothing	
Speak Message	Tuesday	Tuesday	B1	Tuesday1	pale red	Nothing	
Speak Message	Wednesday	Wednesday	C1	Wednes day1	green	Nothing	
Speak Message	Thursday	Thursday	A2	Thursday1	pale blue	Nothing	
Speak Message	Friday	Friday	B2	Friday1	pale cyan	Nothing	
Speak Message	Saturday	Saturday	C2	Saturday1	pale orange	Nothing	
Speak Message	Sunday	Sunday	A3	Sunday1	pale salmon	Nothing	
Speak Message	tomorrow	tomorrow	B3	tomorrow	pale purple	Nothing	
Navigate	Months	months	C3	month	pale yellow	Nothing	Months
Speak Message	today	today	A4	sunny	pale green	Nothing	
Speak Message	yesterday	yesterday	B4	yesterday	wash red	Nothing	
Navigate	(none)		C4	try another page	black		General Talking

Page Name: Months

Purpose of Vocabulary on this Page: To communicate months of the year.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	January	January	A1	January	yellow	Navigate	Time
Speak Message	February	February	B1	February	pale red	Navigate	Time
Speak Message	March	March	C1	March	green	Navigate	Time
Speak Message	April	April	A2	April	pale blue	Navigate	Time
Speak Message	May	May	B2	May	pale cyan	Navigate	Time
Speak Message	June	June	C2	June	pale orange	Navigate	Time
Speak Message	July	July	A3	July	pale salmon	Navigate	Time
Speak Message	August	August	B3	August	pale purple	Navigate	Time
Speak Message	September	September	C3	September	pale yellow	Navigate	Time
Speak Message	October	October	A4	October	pale green	Navigate	Time
Speak Message	November	November	B4	November	wash red	Navigate	Time
Speak Message	December	December	C4	December	white or black	Navigate	Time

Page Name: Categories

Purpose of Vocabulary on this Page: To name the category and navigate to it.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	These are my things.	personal, self	A1	I want 1	yellow	Navigate	My Things
Speak Message	This is my family.	family	B1	family 2	pale red	Navigate	Family
Speak Message	These are people in my life.	other people	C1	people	green	Navigate	People
Speak Message	Things to drink.	drinks	A2	drinks	pale blue	Navigate	Drinks
Speak Message	Things I like to eat.	food	B2	food 1	pale cyan	Navigate	Favorite Foods
Speak Message	Things I do to relax.	leisure	C2	relax 1	pale orange	Navigate	Leisure
Speak Message	Places I go to.	places	A3	place 1	pale salmon	Navigate	Places
Speak Message	Taking good care of myself.	health	B3	health	pale purple	Navigate	Health
			C3		pale yellow		
			A4		pale green		
Speak Message	My money.	money	B4	money	wash red	Navigate	Money
Navigate	(none)		C4	try another page	black		General Talking

Page Name: My Things (A Category)

Purpose of Vocabulary on this Page: To communicate names of important, personal things.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	camera	camera	A1	camera	yellow	Nothing	
			B1		pale red		
Speak Message	keys	keys	C1	key	green	Nothing	
			A2		pale blue		
Speak Message	card	card	B2	card	pale cyan	Nothing	
			C2		pale orange		
Speak Message	letter	letter	A3	mailbox	pale salmon	Nothing	
			B3		pale purple		
Speak Message	Bible	Bible	C3	Bible	pale yellow	Nothing	
			A4		pale green		
Speak Message	cigarettes	cigarette	B4	cigarette	wash red	Nothing	
Navigate	(none)		C4	try another page	black		General Talking

Page Name: Family (A Category)

Purpose of Vocabulary on this Page: To communicate words for family members.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	mother	mother	A1	mother	yellow	Nothing	
Speak Message	father	father	B1	father	pale red	Nothing	
			C1		green		
Speak Message	sister	sister	A2	sister 1	pale blue	Nothing	
Speak Message	brother	brother	B2	brother 1	pale cyan	Nothing	
			C2		pale orange		
Speak Message	grandmother	grandmother	A3	grand mother	pale salmon	Nothing	
Speak Message	grandfather	grandfather	B3	grandfather	pale purple	Nothing	
			C3		pale yellow		
			A4		pale green		
			B4		wash red		
Navigate	(none)		C4	try another page	black		General Talking

Page Name: People (A Category)

Purpose of Vocabulary on this Page: To communicate words for important people.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	girl or woman	girl/woman	A1	girl	yellow	Nothing	
Speak Message	boy or man	boy/man	B1	boy	pale red	Nothing	
Speak Message	aide	aide	C1	help 3	green	Nothing	
			A2		pale blue		
			B2		pale cyan		
Speak Message	friend	friend	C2	friend 1	pale orange	Nothing	
Speak Message	boss	boss, work	A3	principal	pale salmon	Nothing	
			B3		pale purple		
Speak Message	speech therapist	speech	C3	speech therapist	pale yellow	Nothing	
Speak Message	driver	go, driver	A4	field trip	pale green	Nothing	
			B4		wash red		
Navigate	(none)		C4	try another page	black		General Talking

Page Name: Drinks (A Category)

Purpose of Vocabulary on this Page: To communicate names of drinks.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	milk shake	chocolate milk	A1	milkshake	yellow	Nothing	
Speak Message	coffee	coffee	B1	coffee	pale red	Nothing	
Speak Message	soda	soda	C1	soda	green	Nothing	
Speak Message	beer	beer	A2	beer	pale blue	Nothing	
Speak Message	box drink	boxed drinks	B2	box drink	pale cyan	Nothing	
Speak Message	juice	juice	C2	grape juice	pale orange	Nothing	
Speak Message	hot tea	hot tea	A3	tea	pale salmon	Nothing	
Speak Message	iced tea	iced tea	B3	instant tea	pale purple	Nothing	
Speak Message	koolade	koolade	C3	koolade	pale yellow	Nothing	
Speak Message	lemonade	lemonade	A4	lemonade	pale green	Nothing	
Speak Message	water	water	B4	water	wash red	Nothing	
Navigate			C4	try another page	black		General Talking

Page Name: Favorite Foods (A Category)

Purpose of Vocabulary on this Page: To communicate favorite foods.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	pizza	pizza	A1	pizza	yellow	Nothing	
			B1		pale red		
Speak Message	chicken strips	chicken	C1	chicken tenders	green	Nothing	
			A2		pale blue		
Speak Message	taco	taco	B2	taco	pale cyan	Nothing	
			C2		pale orange		
Speak Message	sub sandwich	sandwich	A3	torpedo sandwich	pale salmon	Nothing	
			B3		pale purple		
Speak Message	hamburger	hamburger	C3	hamburger	pale yellow	Nothing	
			A4		pale green		
Speak Message	peanut butter sandwich	peanut butter	B4	peanut butter	wash red	Nothing	
Navigate	(none)		C4	try another page	black		General Talking

Page Name: Leisure (A Category)

Purpose of Vocabulary on this Page: To communicate words for leisure activities.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	music	music	A1	listen to music	yellow	Nothing	
Speak Message	movie	movie	B1	movie	pale red	Nothing	
Speak Message	sports	sports	C1	sports	green	Nothing	
			A2		pale blue		
Speak Message	dance	dance	B2	dance 1	pale cyan	Nothing	
Speak Message	a game or cards	a game or cards	B3	play 6	pale orange	Navigate	Game/Cards
Speak Message	work in the garden	work in garden	A3	gardening	pale salmon	Nothing	
			B3		pale purple		
Speak Message	watch TV	watch TV	C3	television	pale yellow	Nothing	
			A4		pale green		
Speak Message	party	party	B4	party	wash red	Nothing	
Navigate	(none)		C4	try another page	black		General Talking

Page Name: Places (A Category)

Purpose of Vocabulary on this Page: To communicate the names of places.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
			A1		yellow		
Speak Message	home	home	B1	home	pale red	Nothing	
Speak Message	dentist	dentist	C1	dentures	green	Nothing	
			A2		pale blue		
Speak Message	restaurant	food, restaurant	B2	canteen	pale cyan	Nothing	
			C2		pale orange		
Speak Message	workshop	work, workshop	A3	workshop	pale salmon	Nothing	
			B3		pale purple		
Speak Message	church	church	C3	Bible	pale yellow	Nothing	
			A4		pale green		
Speak Message	store	store, money	B4	dollar store	wash red	Nothing	
Navigate	(none)		C4	try another page	black		

Page Name: Health (A Category)

Purpose of Vocabulary on this Page: To communicate ideas needed to maintain good health.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	bandaid	bandaid	A1	bandaid	yellow	Nothing	
Speak Message	glasses	glasses	B1	glasses	pale red	Nothing	
Speak Message	dentures	dentures	C1	dentures	green	Nothing	
Speak Message	hearing aid	hearing aid	A2	hearing aid	pale blue	Nothing	
Speak Message	medicine	medicine	B2	medicine	pale cyan	Nothing	
Speak Message	operation	operation	C2	operation	pale orange	Nothing	
Speak Message	hospital	hospital	A3	hospital 1	pale salmon	Nothing	
Speak Message	thermometer	thermometer	B3	thermometer	pale purple	Nothing	
Speak Message	shot	shot	C3	shot	pale yellow	Nothing	
Speak Message	doctor	doctor	A4	doctor	pale green	Nothing	
Speak Message	nurse	nurse	B4	nurse 1	wash red	Nothing	
Navigate	(none)		C4	try another page	black		General Talking

Page Name: Money (A Category)

Purpose of Vocabulary on this Page: To communicate money words.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	dollar	dollar	A1	dollar	yellow	Nothing	
Speak Message	quarter	quarter	B1	quarter	pale red	Nothing	
Speak Message	dime	dime	C1	dime	green	Nothing	
Speak Message	nickel	nickel	A2	nickel	pale blue	Nothing	
Speak Message	penny	penny	B2	penny	pale cyan	Nothing	
			C2		pale orange		
Speak Message	wallet	wallet	A3	wallet	pale salmon	Nothing	
Speak Message	purse	purse	B3	purse	pale purple	Nothing	
Speak Message	check	check	C3	paycheck	pale yellow	Nothing	
Speak Message	credit card	credit card	A4	credit card	pale green	Nothing	
Navigate	My money.	money	B4	money	wash red		Shopping
Navigate	(none)		C4	try another page	black		General Talking

Page Name: Activities

Purpose of Vocabulary on this Page: To name and then navigate to frequent activities.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	Listen to Music	music	A1	musical instruments	yellow	Navigate	Music
			B1		pale red		
			C1		green		
			A2		pale blue		
Speak Message	Cooking Time	cook	B2	cooking	pale cyan	Navigate	Cooking
Speak Message	Play a Game or Cards	cards	C2	play 6	pale orange	Navigate	Game/Cards
Speak Message	Work Time	work	A3	workshop	pale salmon	Navigate	Working
			B3		pale purple		
Speak Message	Talk on the Phone	talk, call	C3	telephone 3	pale yellow	Navigate	Phoning
Speak Message	Travel Time	go, travel	A4	field trip	pale green	Navigate	Traveling
Speak Message	Shopping Time	money	B4	money	wash red	Navigate	Shopping
Navigate	(none)		C4	try another page	black		General Talking

Page Name: Music (An Activity)

Purpose of Vocabulary on this Page: To communicate in a music activity.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	I like this music.	music	A1	listen to music	yellow	Nothing	
Speak Message	I don't like this music	don't like	B1	don't like	pale red	Nothing	
Speak Message	Turn it up.	up	C1	up	green	Nothing	
Speak Message	Be quiet and let me listen.	quiet	A2	quiet	pale blue	Nothing	
Speak Message	I want to use my earphones.	earphones	B2	head set	pale cyan	Nothing	
Speak Message	Turn it down.	down	C2	down	pale orange	Nothing	
Speak Message	radio	radio	A3	radio	pale salmon	Nothing	
Speak Message	tape	tape	B3	tape 1	pale purple	Nothing	
Speak Message	CD	CD	C3	CD player	pale yellow	Nothing	
Speak Message	rock and roll	rock music	A4	rock music	pale green	Nothing	
Speak Message	country music	country music	B4	country music	wash red	Nothing	
Navigate	(none)		C4	try another page	black		General Talking

Page Name: Cooking (An Activity)

Purpose of Vocabulary on this Page: To communicate in a cooking activity.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	This is going to taste good.	good	A1	I'm ready.	yellow	Nothing	
Speak Message	Don't put in any more.	no more	B1	don't want	pale red	Nothing	
Speak Message	I need help with this.	help	C1	help 4	green	Nothing	
Speak Message	Stir it up.	stir	A2	stir	pale blue	Nothing	
Speak Message	I can get out all the stuff.	stuff	B2	cupboard 1	pale cyan	Nothing	
Speak Message	refrigerator or freezer	refrigerator	C2	refrigerator	pale orange	Nothing	
Speak Message	microwave	microwave	A3	microwave	pale salmon	Nothing	
Speak Message	It's done.	done	B3	timer	pale purple	Nothing	
Speak Message	Who's going to do the dishes?	dishes	C3	wash dishes	pale yellow	Nothing	
Speak Message	hand mixer	mixer	A4	hand mixer	pale green	Nothing	
Speak Message	blender	blender	B4	blender	wash red	Nothing	
Navigate	(none)		C4	try another page	black		General Talking

Page Name: Game/Cards (An Activity)

Purpose of Vocabulary on this Page: To communicate while playing a game or cards.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	My turn.	me, self	A1	I want 1	yellow	Nothing	
Speak Message	I fooled you	fooled	B1	fooled you 1	pale red	Nothing	
Speak Message	Let's play again.	again.	C1	Let's play again.	green	Nothing	
Speak Message	no cheating	cheat	A2	no cheating	pale blue	Nothing	
Speak Message	Do you have any like this?	do	B2	Do you have any?	pale cyan	Nothing	
Speak Message	your turn	fooled	C2	you	pale orange	Nothing	
Speak Message	Go fish.	fish	A3	Go fish!	pale salmon	Nothing	
Speak Message	I changed my mind.	change	B3	changed my mind	pale purple	Nothing	
Speak Message	cards	cards	C3	clubs	pale yellow	Nothing	
Speak Message	game	game	A4	game	pale green	Nothing	
Speak Message	dice	dice	B4	dice	wash red	Nothing	
Navigate	(none)		C4	try another page	black		General Talking

Page Name: Working (An Activity)

Purpose of Vocabulary on this Page: To communicate in work activities.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	I need more work.	more	A1	more	yellow	Nothing	
Speak Message	I don't want to do this.	don't want	B1	don't want	pale red	Nothing	
Speak Message	Help me with this.	help	C1	help 4	green	Nothing	
			A2		pale blue		
			B2		pale cyan		
			C2		pale orange		
Speak Message	This is boring.	boring	A3	bored	pale salmon	Nothing	
Speak Message	When is break time?	break time	B3	break time 1	pale purple	Nothing	
			C3		pale yellow		
			A4		pale green		
Speak Message	How much money did I make?	money	B4	money	wash red	Nothing	
Navigate	(none)		C4	try another page	black		General Talking

Page Name: Phoning (An Activity)

Purpose of Vocabulary on this Page: To communicate with someone familiar on the phone.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	Hello. This is (add name).	self	A1	I want 1	yellow	Nothing	
Speak Message	Tell me about the family.	family	B1	family 2	pale red	Nothing	
Speak Message	I love you.	love	C1	love	green	Nothing	
			A2		pale blue	Nothing	
Speak Message	I miss you and think about you all the time.	miss	B2	miss	pale cyan	Nothing	
Speak Message	How are you today?	how	C2	how are you	pale orange	Nothing	
Speak Message	Tell me about work.	work	A3	workshop	pale salmon	Nothing	
Speak Message	I was sick.	health	B3	sick	pale purple	Nothing	
			C3		pale yellow	Nothing	
Speak Message	When are you coming to see me?	travel, come	A4	field trip	pale green	Nothing	
Speak Message	Goodbye.	goodbye	B4	goodbye	wash red	Nothing	
Navigate	(none)		C4	try another page	black		General Talking

Page Name: Traveling (An Activity)

Purpose of Vocabulary on this Page: To communicate about trips and traveling.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	go to Florida	Florida	A1	Florida	yellow	Nothing	
Speak Message	see my family	family	B1	family 2	pale red	Nothing	
Speak Message	I want to	action	C1	verbs	green	Nothing	
Speak Message	go to the beach	beach	A2	beach	pale blue	Nothing	
			B2		pale cyan	Nothing	
Speak Message	go to camp	camp	C2	camp	pale orange	Nothing	
Speak Message	stay at a motel	motel	A3	motel	pale salmon	Nothing	
Speak Message	to go an amusement park	park	B3	fair	pale purple	Nothing	
Speak Message	ride on an airplane	plane	C3	airplane	pale yellow	Nothing	
Speak Message	take a vacation	vacation	A4	field trip	pale green	Nothing	
Speak Message	get my suitcase ready	suitcase	B4	trip, travel	wash red	Nothing	
Navigate	(none)		C4	try another page	black		General Talking

Page Name: Shopping (An Activity)

Purpose of Vocabulary on this Page: To communicate when out shopping.

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
Speak Message	I want this.	want	A1	I want 1	yellow	Nothing	
Speak Message	I don't want this.	don't want	B1	don't want	pale red	Nothing	
Speak Message	Help me find it.	help	C1	help 4	green	Nothing	
Speak Message	Do I have enough money to buy this?	enough	A2	buy	pale blue	Nothing	
Speak Message	How much is it?	how much	B2	question	pale cyan	Nothing	
Speak Message	You buy it for me.	you	C2	you	pale orange	Nothing	
Speak Message	Let's go to another store.	another, store	A3	Let's go to another store.	pale salmon	Nothing	
Speak Message	It is a present for someone.	present	B3	present 1	pale purple	Nothing	
Speak Message	It is too expensive	expensive	C3	too expensive	pale yellow	Nothing	
Speak Message	shopping bag	bag	A4	shopping bag	pale green	Nothing	
Speak Message	Here's my money. I have ...	money	B4	money	wash red	Navigate	Money
Navigate	(none)		C4	try another page	black	Nothing	General Talking

Page Name:

Purpose of Vocabulary on this Page:

Action	Vocabulary Entry	Key Concept	Key	Picture	Body Color	Second Action	Navigate
			A1		yellow		
			B1		pale red		
			C1		green		
			A2		pale blue		
			B2		pale cyan		
			C2		pale orange		
			A3		pale salmon		
			B3		pale purple		
			C3		pale yellow		
			A4		pale green		
			B4		wash red		
			C4		black		

Bibliography

Baker, B.R. (1994). *An historical perspective of language and pictures*. Information presented during a series of Minspeak and language lectures. Semantic Compaction Systems.

Beukelman, D. & Mirenda, P. (1992). *Management of severe communication disorders in children and adults*. Baltimore: Paul H. Brookes Publishing Co.

Reichle, J., York, J., & Sigafoos, J. (1991). *Implementing augmentative and alternative communication: strategies for learners with severe disabilities*. Baltimore: Paul H. Brookes Publishing Co.

Reichle, J. (1991). Describing initial communicative intents. In Reichle, J., York, J., & Sigafoos, J. (Eds.). *Implementing augmentative and alternative communication: strategies for learners with severe disabilities*. (pp. 71-88). Baltimore: Paul H. Brookes Publishing Co.

Reichle, J. & Sigafoos, J. (1991). Establishing an initial repertoire of requesting. In Reichle, J., York, J., & Sigafoos, J. (Eds.). *Implementing augmentative and alternative communication: strategies for learners with severe disabilities*. (pp. 89-114). Baltimore: Paul H. Brookes Publishing Co.

Warren, S. & Reichle, J. (1992). *Causes and effects in communication and language intervention*. Baltimore: Paul H. Brookes Publishing Co.