



**Let's Chat: Assistive Technology Recipes for Success!**  
**Shaving Cream/Foam**



**What do you need?**

Shaving cream (not the gel kind) or shaving foam, towels/washcloths!

**What do you say?**

**Core words:** more, stop, turn, want, my, big/little, get, I/you, that, look, make, put, open/close, help, please/thank you, like, don't, it

<b><u>Language Purpose</u></b>	<b><u>One Word</u></b>	<b><u>Two Words</u></b>	<b><u>Three Words</u></b>
Requesting	Want (with or without pointed finger), Help	Want that (with pointed finger, point to container of shaving cream), You help	I want that (with pointed finger), You help open, I want stop
Commenting	Like	I like	I like ___ (it)
Refusing	Don't	Don't want, Don't like	Don't want ___ (it, more)
Directing	Make, Put, Open/Close	You make, I put/You put	You make it, You open please
Social	Look, Please/Thank you	My/Your turn, Open please, Thank you ___ (mom/dad)	My turn that, Look at that

**What do you do?**

Some kids love messy play and some kids don't (that's okay). Shaving cream or shaving foam play is a great way to encourage use of core vocabulary while offering a multi-sensory experience. You can use regular shaving cream or even the foam soap made for kids (ex: Mr. Bubble Foam Soap). This activity can work well outside, at the kitchen table, or even in the tub (maybe without the water though because you don't want to get your device wet!). Be sure to have some paper towels or washcloths handy for quick clean up.

- Use the device to "want" to ask for some shaving cream and then point to it.
- Squirt a little on your play surface and then put the top back on. You can take turns squeezing and opening use the device for "your turn/my turn", labeling "big/little" piles of shaving cream, or even promoting asking for "help" to squeeze the shaving cream container.
- Watch as your child plays on his/her own and then comment or label what he/she is doing. Use words "like/don't like", "look", "want more", "make it" (making drawings in the foam and piling the foam up to make things). If your child seems like he/she doesn't want or doesn't like something, help him/her to say "don't," "don't want," or "don't like."
- Refer to handouts on Direct Language Stimulation for ideas on how to model using the device!
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**What's next?**

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

- After your child understands using "open" and "close" or "like" and "don't like" with shaving cream play, practice using these words for other activities like opening snack or toy containers or commenting on foods or books.
  - o You can also use "like/don't like" to comment on clothes, during tickle fights, or other sensory play activities.
  - o You can open and close a ton of things around the house; doors, zip lock baggies, the fridge! Look around your house for other ideas of things to comment "like" and "don't like" and have fun communicating!

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**Large Therapy Ball**



**What do you need?**

Large exercise/therapy ball

**What do you say?**

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

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

**What do you do?**

Play with a large therapy ball is a great way to incorporate movement and sensory input into daily routines. You can bounce on the ball in sitting, roll over the ball on your tummy, roll the ball back and forth, or provide squishes by having the ball roll on your back. There are a variety of ways to use core vocabulary when playing with a therapy ball.

- Use the device to say "want" to ask for the ball or to ask for "help" to get on or off of the ball.
- You can take turns pushing the ball back and forth using "my turn/your turn"
- You can request "big" bounces or "little" bounces or use "stop" and "go" to start and end bounces.
- As your child is playing with the ball and you are trying different movements you can incorporate "like" and "don't like" to find out what movements are favorites.
- Refer to handouts on Direct Language Stimulation for ideas on how to model using the device!

**What's next?**

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

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

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**Wheelchair Driving**

**What do you need?**

Wheelchair, toys, people, places to drive

**What do you say?**

**Core words:** go, stop, more, turn, want, help, I/you, that, look, on, off, please/thank you, it, don't, like

<b><u>Language Purpose</u></b>	<b><u>One Word</u></b>	<b><u>Two Words</u></b>	<b><u>Three Words</u></b>
Requesting	Go, Stop, Want (with or without pointed finger), More, Need, Help	Want go, Want more, Need help	I want go/stop, I need help, I want turn
Commenting	Like	Like it, Like go	Don't like it, Don't like go
Refusing	Don't (and push away)	Don't want/help, Want stop	I don't want, Don't want help, Don't want go
Directing	Look, On, Off	You look, Turn on/off	You look that, You turn please
Social	Look, Please/Thank you	My/Your turn, You look	My/Your turn go

**What do you do?**

Driving a wheelchair, either manual, or power, offers multiple opportunities to use core vocabulary. You can incorporate this vocabulary for individuals who can drive a chair independently as well as for kids or adults who need assistance. Be sure to model using the device during this activity.

- You can ask to **go** or **stop** or comment if you **like** where you are going or if you **don't like** it and want to **stop**.
- Caregivers and device users can take turns making the chair move.
- Ask for **help** to get out of a tight spot, **turn** the chair, or **turn on/off** the chair.
- While driving or riding outside or in the hallways you can comment "**look!**" when you see something interesting.
- Refer to handouts on Direct Language Stimulation for ideas on how to model using the device!

**What's next?**

You can use the same language throughout other activities as well or expand on this activity! You can use the same vocabulary with other mobility aids or even a wagon! Think about ways to use the device with a wheelchair or walker in terms of mounting. Can the child/adult access their device when they need it?