

Brainstorm ideas for Sophie's communication boards

Objective(s)

Learners will identify meaningful activities to support a child's communication.

Description

In this activity, learners will identify meaningful activities to support a child's use of a communication board.

Required Materials/Resources

Learner Materials

- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to learner form [Activity 5.12a](#) and ask learners to read the information and fill in the chart on the form.
2. Provide feedback.

Suggested Assessment

1. *Pretend play, dramatic play area*- potential picture symbol ideas: pictures of activities such as eating, feeding, bathing, and dressing. Also pictures of different types of people or different jobs (e.g., mommy, daddy, baby, doctor, teacher, etc.).
2. *Playing in the block area*- potential picture symbol ideas: pictures of blocks, cars, and other toys in the block area. Also, symbols to represent the location of items using preposition words (e.g., over, under, inside, outside, on top of, around, etc.).
3. Additional examples could include:
 - a. Outside play and the expectation that Sophie will communicate about what she would like to do. Pictures might include items in the outdoor play area (e.g., slide, swing, sand box, etc.).
 - b. Meal time and the expectation that Sophie will communicate which foods she likes, and when she wants more. Pictures might include different foods, drinks, and a symbol to request more.
 - c. Art time and the expectation that Sophie will communicate which materials she would like to use and will communicate about what she is creating. Pictures might include various supplies (e.g., paints and paint brushes, large crayons, play dough), various objects (e.g., house, person, tree, flower), various colors, and a symbol to request another sheet of paper.

Hint provided to learner: Think about the particular activity and what the expectations are for Sophie. What pictures or symbols should be provided for Sophie to point to in order to communicate with Ms. Mary?

This activity is part of Module 5: Assistive Technology Interventions. To view the content related to this activity, go to [Step 4: Decision](#).

Instructional Method
Brainstorm

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
[Activity 5.12a](#)

Facilitation Tips

- Learners can respond in class, online or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.
- Have learners use a child they are currently working with or have worked with in the past.

Alternate Version(s) (refers to different levels of difficulty)

No alternate versions of this activity.

Credits

The CONNECT Content Team